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**ENHANCING BIBLICAL INTERPRETATION IN THE LOCAL CHURCH**

**BY**


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## ABSTRACT

## A. Statement of the Problem

Tests in the accompanying document indicate that there is a low level of Biblical knowledge and skill in interpreting Scripture for themselves among the laity. This is particularly significant because it is assumed that a knowledge of Scriptural data and skill in interpretation are vital to maintenance of spiritual life and growth.

## B. Description of Research Method

Thirteen people made up the research class. They represented a good mixture in terms of education, gender, age and vocation.

The research design began with a test to determine the interpretive skills of the class as the research commenced. The test was a request for the student to interpret Luke 7:1 - 10, the healing of the Centurion's Servant.

Dr. Robert A. Traina's book, Methodical Bible Study, was used as the text. Eight hours of instruction (four sessions, two hours each) in inductive method were given. Twenty-four hours (twelve - two hour sessions) were given to practice this method in a study of the Epistle to the Hebrews.

At the conclusion of this study, a final test was given. This final test was exactly the same as the first test: Interpret Luke 7:1 - 10.

Both tests were evaluated by Dr. David L. Thompson. His evaluation of the tests became the basis for the analysis which was done.

### C. The Major Findings

Every student, with one exception, scored significantly higher on Test II than on Test I. This one student scored seven percent higher on Test I than on Test II.

On the average, the class improved their ability to interpret Scripture by 35% in the course of these studies.

With the exception of the students aged 41 - 50, the younger students, on the average, produced a higher level of interpretation than the next older age group. This was true of each age group except those 41 - 50 years of age.

The male students did significantly better work on Test I than the female students did. The female students did somewhat better work on Test II than their male counterparts.

### D. The Conclusions

People from all walks of life can be guided to strengthen their ability to interpret the Scriptures.

Inductive Bible Study is an effective tool to enable both the clergy and laity to increase their ability to interpret Scripture.

## THE PREFACE

Many books are being written about the Bible. Much of this material seeks to focus the reader's attention on a point of view put forth by the author. When the reader has pursued the study, he/she will probably have found much of the material the author wanted to share. often, however, The student will not have learned how to study the Scriptures for him/herself. Another book will need to be purchased in order to pursue a study of a different topic or book of the Bible.

This study is an attempt to document the fact that a cross-section of laypersons can learn to interpret the Scriptures for themselves at a deeper level than previously possible. It also attempts to provide information concerning the effect which age, gender and educational opportunities have on the ability to increase one's skill in Scriptural interpretation. The inductive method, as described in Dr. Robert A. Traina's book, Methodical Bible Study, has been used throughout the research.

The study purports to provide this information through the use of a research study class. The class was taught the inductive method of Bible study. The students practiced this method in a study of the Epistle to the Hebrews. The measurements of their progress were obtained from two identical tests. One test was taken by the class before any instruction was, given in inductive method. The second

test, identical to the first, was taken by the class after some thirty-two hours of instruction and practice in inductive Bible study. The difference between the two scores, if any, will identify the amount and direction of change in the student's ability to interpret Scripture.

It is hoped that this research will provide data which will be helpful in enabling lay persons, from a variety of different backgrounds and circumstances, to interpret the Scriptures for themselves.

## ACKNOWLEDGMENTS

A project of this nature could not be completed without the dedicated assistance and cooperation of a number of people. It is with deep gratitude that I acknowledge the contribution of each person in making this project possible. I thank God for them.

Dr. David Bauer, my Faculty Advisor, has patiently worked with me offering advice and insight. It would not have been possible to complete this project without his help.

The research class gave unstintingly of themselves in this study. They committed themselves to the regular meetings and the study outside the class. The group also provided excellent feed back on the study process. Their input has been invaluable in this process.

Dr. David Thompson evaluated the two tests taken by the students in the research class. The design for the evaluation was precise and thorough. The observations concerning the work of each student were most helpful. Dr. Thompson's assistance has been an important contribution to the completion of this research.

My wife, Ruth, has been a source of strength and encouragement through this process. She has willingly

given me the freedom to carry out this project. It has often been time we otherwise would have spent together. Her help, understanding and encouragement were essential ingredients in the completion of this project.



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## **CHAPTER I**

### **THE INTRODUCTION**

## CHAPTER ONE

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#### I. THE NATURE OF THE STUDY

##### A. THE TITLE

ENHANCING BIBLICAL INTERPRETATION IN THE LOCAL CHURCH

##### B. THE TOPIC SENTENCE

People from all walks of life can be guided to strengthen their ability to interpret Scripture.

##### C. AN INTRODUCTION TO THE PROBLEM

The Bible is a revelation from God. It identifies one's need of redemption as well as the process by which it can be realized. The Bible is a God - given guide to holy living in order that one may please God, serve others and receive eternal life. The Scriptures are the primary authority upon which many Christians base their life and thought. A problem develops, however, because the Christian's knowledge of Scripture, in many instances, is alarmingly low. In two churches where this author has served, it was difficult to use a Biblical illustration. The congregation's knowledge of the Bible was so shallow that it was often necessary to tell the Biblical story (i.e., Jonah, Exodus, etc.) before it could be used to illustrate a specific point of a sermon. It is quite clear that persons who are not acquainted even with basic Biblical

content have also not acquired the skills to interpret the Bible in any significant depth.

It is to this problem that this present endeavor is addressed. It is hoped that the common people will be enabled to more fully understand the Scriptures in order that this revelation may have a life changing effect upon them. To this end, the entire process has been pursued.

The present writer developed a questionnaire to test general Biblical knowledge, which was given to two small groups of church people. (See Appendix # 1, p. 134). The specific results, as presented in charts 3-a and 3-b, on pp. 136, 137, were far from encouraging. The knowledge and understanding of the Bible are primary sources of spiritual growth. Therefore, efforts toward spiritual growth depend in large measure upon one's knowledge and understanding of the Scriptures.

#### D. THE STATEMENT OF THE PROBLEM

How can lay people and ministers within the context of the local church measurably increase their ability to interpret the Bible?

This writer hypothesizes that through Inductive Bible Study, lay persons can be taught to interpret the Bible at greater depth and accuracy than previously possible. This will not make lay persons expert interpreters, but it will offer them appropriate tools with which to attempt to



interpret the Bible systematically. It will enable them to come closer to the message of a Biblical author than they would have been able to come previously.

#### E. THE THEORETICAL FRAMEWORK

The theoretical foundation, upon which a study is built, must be clear. This study employs an inductive rather than deductive method. As we use these terms, "induction" involves the movement from specific data to general conclusions; whereas "deduction" involves the movement from general presuppositions to specific data, then draws general conclusions from it. Thus, an inductive approach to Bible study begins with an examination of the Biblical text which becomes the basis for theological conclusions. A deductive approach to Bible study begins with certain Biblical presuppositions and interprets specific Biblical texts in accord with these presuppositions.

This study will lean heavily upon the hermeneutical process described in METHODICAL BIBLE STUDY, by Dr. Robert A. Traina.

##### 1. An Overview

There are four essential elements in Dr. Traina's understanding of Inductive Bible Study:

- a. Observation and Asking Questions
- b. Answering Question
- c. Evaluation and Application
- d. Correlation

##### 2. Observation and Asking Questions

Dr. Traina identifies four main ingredients of every Biblical passage:

- a. Terms
- b. Structure
- c. General literary form
- d. Atmosphere

In this first phase of Inductive Bible Study, he observes the passage in view of these four main ingredients. Questions are systematically asked concerning each of these four ingredients in order to penetrate the core of the passage and to identify its message.

### 3. Answering Questions

Having asked essential questions, the process then turns to discovering answers to these questions from the text. This segment of the process involves three essential phases:

- a. The Definitive Phase:  
the discovery of the meaning of particular parts of the passage.
- b. The Rational Phase:  
uncovering the reasons which underlie the components which have been defined.
- c. The Implicational Phase:

The dictionary defines the word "implicate" in these terms:

" To enfold, to intertwine, to entangle, to involve, to

bring into connection with." 1

These are attempts to comprehend not only the author's words, but his thinking as his words and thinking would have been discerned by the recipients of the book. In this phase, one must answer questions which go beyond the meaning of terms and the reasons Biblical statements are made. One must attempt to identify the implications which are produced by the author's word structure. It assumes one can, to some extent, discern what is implied beyond the meaning and rationale. It also assumes that one can, to a certain extent, identify the effect that the intertwining of meanings produces as words are used in relationship to each other and are perceived by those who read.

In each instance, these questions concerning the main ingredients - i.e., terms, structure, general literary form and atmosphere - will be pursued for the purpose of finding answers at each of these three levels: Definitional, Rational and Implicational.

#### 4. Evaluation and Application

The use of the interpretation discovered in the previous steps involves two factors - evaluation and application.

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1. Jean L. McKechnie, ed., Webster's New Twentieth Century Dictionary of the English Language, Unabridged, (New York: Simon and Schuster, 1979) p. 914

### a. Evaluation

To evaluate is to assess the worth of something in terms of excellence, relevance and usefulness. <sup>2</sup> Scripture must be evaluated. Having interpreted a passage, one must assess the degree of relevance it has for the reader. It is important to ask if these statements are valid and to ask for whom they are valid.

### b. Application

Application is the process of bringing the interpretation of a text to bear upon the contemporary situation. This process involves these steps:

- (1) Identification of the current situation to which the universal truth has relevance.
- (2) Systematic application of this discovered truth to this current situation.

## 5. Correlation

This is the process of synthesizing the truths uncovered in a Scripture passage and truths uncovered in other passages with the understandings of experience. It is the search for connections between passages in an attempt to see the Bible as a whole and then seek the connection between these truths and the extra-Biblical data of human experience.

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<sup>2</sup>. Traina, Methodical Bible Study, (New York: Ganis and Harris, 1952) p. 203

## F. GATHERING DATA AND CONDUCTING THE PROJECT

The motivation for this research is the product of many years of teaching, preaching and enabling the people in the local church to understand the Scriptures for themselves. Working in the church through many years can help to identify a problem, but does not necessarily clarify the extent of it.

### 1. Means of Gathering Data

The present writer chose to use three different means in an attempt to discover, more precisely, the extent of the problem of deficient knowledge of Scripture within the church. These three means were specifically chosen because each impacts the problem of minimal Biblical knowledge in a very direct way.

#### a. Conversations

The first means was through a conversation with fourteen pastors of the United Methodist Church. These fourteen ministers serve a broad range of churches in terms of size, location and theological preference. They are graduates of a broad spectrum of seminaries representing a variety of theological perspectives. Several indicated a growing desire, on the part of their people, to hear Biblical exposition in sermons and Bible studies. Most of these fourteen ministers felt ill prepared to meet this request both from the standpoint of Biblical training and language background. It was clear that most of them saw nothing in

their skills or experience which offered great promise of improving the Biblical knowledge of their people.

b. Quiz Bible Study Groups

The second means involved two groups of laity. One was a United Methodist Men's group from Ames United Methodist Church. The other was a Bible study group composed of couples from Lutheran, Baptist and United Methodist churches. In almost every instance, the people in these two groups had been attending Sunday School for at least twenty years. Each group was given the same quiz of 20 questions taken from elementary Sunday School materials. In both instances, the average score was approximately seven out of twenty or about 35% correct answers.

c. Questionnaire

The third means was to send a questionnaire to each minister in the Detroit Annual Conference of the United Methodist Church. A copy of the questionnaire is on page 135. The responses to the questionnaire indicate that a large number of ministers feel they are not adequately trained to be a part of the reversal of the current lack of Biblical knowledge and understanding which seems to be present in the church. The above data raises serious doubts concerning the current probability of bringing about a demonstrable change in the level of Biblical knowledge within the church. If change is to come, it appears it must come in some other way.

## 2. Research Class

The research class was made up of thirteen volunteers—five male and eight female. The class covered an age span from 31 years through sixty plus years. The educational level of the group covered a broad spectrum from those with a high school diploma only to those who had a doctoral degree. The class represented three United Methodist churches and one Lutheran church. Each member of the class had attended Sunday School regularly; and the members of the class as a whole had attended worship an average of 34.61 years.

The research design for this project is made up of three parts: an initial test, a teaching phase and a final test. Test I was given to establish the level of interpretive skill of each student prior to participation in the class. In the test, the student was requested to interpret Luke 7:1 - 10. The teaching phase was made up of two parts: the teaching of Inductive Method (eight hours of class time) and the practice of Inductive Method in a study of the epistle to the Hebrews (twenty-four hours of class time). All of the concepts covered in the teaching segment were dealt with again in the study of Hebrews. In Test II, the students were again asked to interpret Luke 7:1 - 10 to demonstrate the change in the level of interpretive skill achieved during the teaching phase.

## II. THE ORGANIZATION OF THE MATERIAL

### A. THE EXPLANATION OF METHOD AS USED IN METHODICAL

## BIBLE STUDY

1. Observation and Asking Questions
2. Answering Questions
3. Evaluation and Application
4. Correlation

## B. THE DESCRIPTION OF THE PROCESS

1. Personal interviews

A group of 15 pastors were consulted.

2. Small Group Testing

a. Purpose - to identify level of general Biblical knowledge. This is important because an alarming number of people have little or no knowledge of the Scripture. This lack of Biblical knowledge impacts the number of people who are willing to teach in Sunday School. It also affects the level of spiritual growth to which they are attaining and the kind of witness they display before the non-Christian community.

It was important to identify the level of general Biblical knowledge in order to determine if this is the reason that so many are unwilling to teach Bible in the church. It is important because one needs to know whether this is part of the reason that spiritual growth is so sparse in the church.

- b. Research Groups

(1) A Men's group from the local church



(2) A mixed-group Bible study

c. Questionnaires

(1) A small sampling of pastors

(2) All pastors in Conference questioned about  
their Bible study procedures

(3) Participants in research class questioned  
about background

3. Research Class

a. Class Makeup

b. The Initial Test

c. Training in Method: four two- hour sessions.

d. Practice in Method

(1) Study of the epistle to the Hebrews

(2) Twelve two- hour sessions applying the  
method to the epistle to the Hebrews.

e. Concluding Test

f. Evaluation Process

(1) Evaluation of initial test of class  
members

(2) Evaluation of final test of class  
members

(3) Comparison of results of initial test  
with results of the final test of  
each class member

(4) Statistical study of these results

(5) Drawing conclusions from these data

(6) Making recommendations on the basis of  
these data

### C. THE ANALYSIS OF RESULTS

1. Compare Each Person's Test I Scores with Test II Scores.
2. Compare Test I Results of the Persons Who Have Doctoral Degrees with Test I Results of the Persons Who Have Only High School Diplomas.
3. Compare Test II Scores of the Persons Who Have a Doctoral Degree with Test Scores of the Persons Who Have a High School Diploma Only.
4. Compare Test I Scores of Persons Who Have a Doctoral Degree with Test II Scores of the Persons Who Have a High School Diploma Only.
5. Compare Test I Results of Male and Female Students Who Have Similar Educational Backgrounds.
6. Compare Test II Scores of Male and Female Students Who Have Similar Educational Backgrounds.
7. Compare the Ability of Different Age Groups to Interpret Scripture.

### III. EVALUATION AND CONCLUSION

#### A. THE EVALUATION

1. The General Evaluation of the Comparison of Scores from Test I and Test II

2. An Evaluation of the Ability to Interpret Scripture by Students with Similar and Dissimilar Educational Backgrounds.

3. An Evaluation of the Ability to Interpret Scripture by Students of Different Sex.

4. An Evaluation of the Ability to Interpret Scripture by Students of Different Age Groups.

#### B. THE CONCLUSION

1. A Conclusion Concerning the Topic Sentence -

" People from all walks of life can be guided to strengthen their ability to interpret the Scriptures."

2. A Conclusion Concerning the Question in the Statement of the Problem - "How can lay people and ministers within the context of the local church measurably increase their ability to interpret the Bible."

3. A Conclusion Concerning This Statement in the Statement of the Problem, " Through Inductive Bible Study, lay persons can be taught to interpret the Bible at greater depth and accuracy than previously possible."

**CHAPTER II**

**THE EXPLANATION OF METHOD**

**AS USED IN**

**METHODICAL BIBLE STUDY**

## CHAPTER TWO

THE EXPLANATION OF METHOD AS USED IN METHODICAL BIBLE STUDY

The teaching of Inductive Bible Study occupied four sessions. Each of these sessions was two hours in length. This prohibited in-depth teaching of the method, but gave opportunity to cover several facets of the process. The exposure of the class to Inductive Method was further limited by the widespread differences in the participants' Biblical knowledge.

The study started with the identification of the four essential elements of Inductive Bible Study: Observation and Asking Questions, Answering Questions, Evaluation and Application and Correlation. 3

These elements will be defined and the methods used for teaching them will be described on the following pages.

A. Observation and Asking Questions.

In his book, Methodical Bible Study, Dr. Robert Traina says:

"The four main constituents of any Biblical passage are: terms; the relations and interrelations between terms, or structure; the general literary form or forms; and the atmosphere. These are therefore the concern of the observing eye." 4

1. Observing and Asking Questions About Terms.

Traina defines a term as:

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3. Robert A. Traina, Methodical Bible Study, (New York: Ganis and Harris, 1952) pp. 27 - 29

4. Ibid., p. 33

"A given word as it is used in a given context." 5

There are a number of interesting terms in the opening sentence of Hebrews, chapter one: "spoken", "divers portions", "divers manners", "appointed", "heir", "effulgence", "glory", "image", "substance", "upholding", "purification", "sat down", "right hand", "majesty", etc. The class received instruction in identifying the difference between "routine" and "non-routine" words. Time was also spent giving instruction to the class in the identification of literal and figurative terms.

David Thompson, in BIBLE STUDY THAT WORKS, points out, as Traina does, that there is a general order in which the questions should be asked.

"Like other matters of Bible study this order should not rigidly confine creative work, but should serve as a guide to proper interpretation. The order: first definition, then reasons, means, implications, and other questions." 6

#### a. The Identity of Terms.

The next step was to help the class see that the way a term is used in a sentence or context has an impact upon the definition of the term. This involves a determination of the grammatical categories found in the text, ie., among other things, a word may be used as a noun or a verb. A word may be used to convey a variety of meanings in a segment depending upon the context of each use of the term. This information would be crucial in determining the

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5. Ibid., p. 34

6. David L. Thompson, Bible Study That Works, (Grand Rapids: Francis Asbury Press, 1982) p. 41

definition of the term in a particular context. In Hebrews 4:1 - 13, the word "rest" is used at least eight times along with a similar word, "sabbath rest". Within this paragraph, however, the word is used in a variety of ways. The author uses the word to express his own ideas. In almost every class session there was practice in identifying terms.

b. The Inflection of Terms.

The class was also taught that the inflection of a term is crucial. Traina defines it:

"An inflection is a change in form undergone by terms to indicate their case, gender, number, tense, person, mood, mode, voice, etc..." 7

The class was not accustomed to thinking about things like case, gender, number, etc., when reading the Bible. They learned to ask questions concerning the differences brought about by the inflections of words and the changes in meaning this produces. This situation improved as the students deliberately identified the inflections of different words in the study.

The class was taught to identify both the grammatical use and the inflection of a term in English. They were shown that this is at least as important, if not more so, in the Greek text. Attention was focused on how they could find this information for themselves.

In Hebrews 12:6 the author speaks of the Lord disciplining those whom he loves. An inflection is used to

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7. Traina, Op. Cit., pp. 35, 36

indicate that this discipline is a process rather than a single act.

## 2. Observation and Asking Questions About Structure.

Dr. Traina defines structure in these terms,

"... in a general sense structure involves all of the relations and interrelations which bind terms into a literary unit, from the minutest to the broadest, from the least significant to the most significant." 8

Structure is the way in which the defined terms relate to each other to form specific ideas. The message of a Scriptural passage is intimately bound up in the structure through which the ideas are expressed. During the course of the research study, the class investigated each level of structure in the Hebrew epistle to determine the impact each one had upon an understanding of the terms or passages. The students began with the overall divisions of the epistle and worked their way through the structural relations of clauses and phrases.

The Epistle to the Hebrews is an excellent place to conduct this kind of search. In broad perspective, the Epistle to the Hebrews urges persecuted Christians to look carefully at Jesus in order to hold on to their faith. This epistle divides itself into three major divisions. They are as follows:

Chapters 1 - 4 - The Superior Person of Jesus

Chapters 5 - 10 - The Superior Priesthood of Jesus

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8. Ibid., p. 36



(Chapter 11 -Illustration of those who lived by faith.)  
 Chapters 12, 13 - Superior Christian Lives of  
 Recipients

Within each division, the class was able to pinpoint essential data which the author was presenting through this portion of the structure.

Another concern, which to some extent relates to structure, has to do with the style of writing. In this instance such a study was best accomplished through the writings of persons more conversant with the Greek language than were the members of the class. 9

#### a. Kinds of Connectives

Connectives are the means whereby different facets of structure are held together. In class we took the time to illustrate the different kinds of connectives and the way in which they have an effect upon the meaning of two parts of the structure. The specific kinds of connectives observed were:

##### (1) Temporal

The temporal connective ties two portions of the structure together by means of a word or phrase which clarifies the timing of the experience.

" Nathanael saith unto him, Whence knowest thou me? Jesus answered and said unto him, Before Philip called thee, when thou wast under the fig tree, I saw thee." 10

In this instance, the word "before" is temporal in

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9. Donald Guthrie, New Testament Introduction, (Downers Grove: Inter Varsity Press, 1970) pp.688, 689

10. John 1:48

nature. The word "before" identifies a chronological sequence of events:

- (a) Jesus saw Nathanael under the fig tree early in the day.
- (b) THEN, Philip called Nathanael.
- (c) NOW, Jesus reports what he had previously seen.

There are several of these temporal connectives which perform this function in a passage.

#### (2) Local (geographical)

A local or geographical connective clarifies the direction or location of the action or event. In Hebrews 6:19, 20, the author is talking about the temple. He is describing the high priest being behind the veil of the temple. He opens verse 20 with the word "whither", identifying the place where Jesus, our High Priest, had gone on our behalf.

#### (3) Logical

A logical connective uses one of several words which imply a coming logical step in the explanatory process. Several of these were described for the class.

##### (a) Logical Connective Expressing Reason

A connective which expresses reason ties together the undefined statement and the reason for it which follows. It will often use such words as "because" or "for". In Hebrews 10:24,25, the author is exhorting the recipients to

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provoke one another to love and good works, and to remember to gather for worship. Verse 26 begins with the word "for", which indicates that the author's reason for this strong exhortation is forthcoming - people who sin willfully having received the knowledge of the truth have no more sacrifice for sins.

#### (b) Logical Connective Expressing Result

A logical connective expressing result ties an action or thought to the structure which describes the consequences or conclusion of it. This is often done by the use of words such as "therefore", "then", "so" or "thus". In Hebrews 10:8 - 18, the author first speaks of the ineffectiveness of the Aaronic priesthood and sacrificial system to ultimately take away sin. He then speaks of the new sacrifice in Jesus which forever perfects those who are sanctified. With the word "therefore", in verse 19, he ties the statement of the new sacrifice to the result or conclusion which he presents to his readers - have boldness to enter the holy place through the blood of Jesus.

#### (c) Logical Connective Expressing Purpose

Purpose, in a logical connective, is sometimes expressed through words such as "in order that" or "so that" or simply "that". Hebrews 4:14 - 16 is the conclusion of the first segment of the Epistle. 4:16 begins with a strong exhortation for the readers to draw near to the throne of grace with boldness. The purpose of the author's strong exhortation immediately follows, "That we may

receive mercy and find grace to help in time of need."

(d) Logical Connective Expressing Contrast

A contrast can be described through the use of a logical connective. The connective places the contrasting ideas in juxtaposition to each other. This is most often accomplished with the use of the word "but". It is also brought about by the use of such words as, "yet", "much more", "nevertheless", or "otherwise". Hebrews 9:1 - 10 describes the tabernacle worship and its inability ultimately to take away sin. Chapter 9:11 - 22 begins with the words, "but Christ...". The author proceeds to describe the effectiveness of the sacrifice of Jesus Christ. These two contrasting structures are tied together by the word "but."

(e) Logical Connective Expressing Comparison

A logical connective can also be used to tie together two things which are similar in nature. This is often accomplished through the use of words like, "as", "just as", "likewise" and "so also". In Hebrews 1:4, the author compares the superiority of Jesus over the angels with the superiority of Jesus' name over the name of the angels. This is a favorite tool of the author of the Epistle to the Hebrews. With the help of a logical connective, he uses a quotation from the Old Testament to substantiate his statement. Earle Ellis, in How The New Testament Uses the Old, quotes from Dr. Hartman, saying,

"Dr. Hartman suggests three reasons for an author's citation of another: to obtain the support of an

authority (Mt. 4:14) to call forth a cluster of associations (Mk. 12:1 f.), or to achieve a literary or stylistic effect (Titus 1:12)." 11

In the Epistle to the Hebrews, the author identifies the superiority of Jesus over the angels through an appeal to the teaching and authority of the Old Testament. Through the use of a logical connective, he compares this with the superiority of the name of Jesus to the name of the angels. Though logical connectives may express comparison, this is not the exclusive way to establish such a relationship. A relationship of comparison may exist when the explicit connectives are not present.

b. The Place of Syntax in Observation and Asking Questions

Traina quotes Webster defining syntax as,

"The due arrangement of word forms to show their mutual relations in a sentence." 12

The class experienced some initial difficulty in grasping the importance of syntax in the interpretation of Scripture. Through examples, help was given in class to understand the structural relationships which bear heavily upon interpretation. Some of those illustrations are as follows:

(1) The Relation Between Subject and Predicate

Hebrews 10:1 is a sentence the students found awkward

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11. E. Earle Ellis, "How the New Testament Uses the Old", New Testament Introduction, Essays on Principles and Methods, ed. I. Howard Marshall, (Grand Rapids: Eerdmans Publishing Co., 1977) p. 199

12. Traina, Op. Cit., p. 40

to handle initially. Then they discovered that the subject was "law" and the verb was "make perfect". Two things happen as people identify this basic relationship:

- (a) It helps the students focus on the central idea of the sentence.
- (b) It also helps one to see the relationship of the different parts to each other as well as to the subject and verb.

## (2) The Relation Between Predicate and Object

The object of a sentence is the recipient of the action of the subject.

"Wherefore, holy brethren, partakers of a heavenly calling, consider the Apostle and High Priest of our confession, even Jesus; who was faithful to him that appointed him, as also was Moses in all his house." 13

It can be difficult for the students to deal with this kind of statement. The identification of the basic elements of the sentence can help to focus the sentence for a student. In this instance, the subject is "brethren"; the verb is "consider"; the object is "Jesus." The identification of the relationship of the verb with the object clarifies the direction of the subject's action. In sentences where there are a number of modifiers of both the subject and the object, this distinction helps clarify what is being said about whom.

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13. Hebrews 3:1, 2

## (3) The Relation of Modifier to the Modified

A modifying word or phrase has a changing effect upon the word which is being modified. Hebrews 7:1 - 3 is a single sentence. The subject of this sentence is "Melchizedek". There are several words and phrases which modify this subject. These modifiers give specific information about Melchizedek, the word which is modified. The information provided by the modifiers is as follows:

- (a) He is king of Salem.
- (b) He is priest of God Most High.
- (c) The one who met Abraham returning from the slaughter of the kings and blessed him.
- (d) The one to whom Abraham divided a tenth part of all.
- (e) Name interpreted- King of Righteousness.
- (f) Name means king of Salem.
- (g) Without father - father's name we do not know.
- (h) Without mother- mother's name we do not know.
- (i) Without genealogy - one whose family tree is unknown.
- (j) Having neither beginning of days nor end of life - We do not know when he was born or when he died.
- (k) Made like unto the Son of God - the parallel to the life of Jesus.

### c. The Place of Literary Relationships in Observation and Asking Questions

#### (1) Comparison

Structural comparison places two or more similar things in relationship with each other. The purpose of this association is to communicate carefully described information. In Hebrews 5:1 - 10, the author draws a comparison between Jesus and Melchizedek. He shows how they are similar in order to illustrate the specific qualities of Jesus the recipients need to discover.

#### (2) Contrast

By the same token, structural contrast places two or more dissimilar things in relationship with each other. In Hebrews, Chapter One, there is a contrast between Jesus and the angels. The extent of their dissimilarity helps to intensify one's understanding of the greatness of Jesus.

#### (3) Repetition

Repetition is the recurrence of the same clause or term within a book or segment. The term "holy" is repeated often in the book of Leviticus.

#### (4) Continuity

Continuity is the repeated use of terms, phrases or clauses which are similar rather than identical. The three parables in Luke 15 are a case in point.

#### (5) Continuation

The continuation of structure deals with an extended treatment of a particular thought, a specific idea carried



to its completion. This is one of the relationships which exists in the story of Abraham in Genesis 13, 14 and 18, 19. In a different way, continuation is one of the relationships at work in the three divisions of the Epistle to the Hebrews. They are as follows:

- (a) Chapters 1 - 4 - The Superior Person of  
Jesus
- (b) Chapters 5 - 10 - The Supremacy of Jesus'  
Priesthood
- (c) Chapters 12, 13 - The Superior  
Expectations of the Recipients

#### (6) Climax

Climax is the arrangement of the material in such a way that there is progression from the lesser to the greater. The book of Exodus begins with the names of Israel's sons who came into Egypt. It moves up through the escape from Egypt, the experience at the Red Sea, the provision of food and water, the giving of the law and ordinances, the directions for the tabernacle and the required rituals/sacrifices and the building of the tabernacle. The book reaches its climax when the cloud covers the tabernacle as the glory of God fills the place of worship.

This process of progression from the lesser to the greater takes place on the level of an entire book, but may also take place within smaller divisions of a book.

#### (7) Cruciality

Cruciality is the arrangement of material in such a way

that a point is achieved which serves as a pivot. This point/event has a changing effect upon the direction of the story or material.

Dr. David Thompson describes cruciality in these terms,

"A passage that takes a major turn, reversing a previous course, is said to be structured by cruciality." 14

II Samuel contains a critical story in the life of David. In this unfolding story, one can detect cruciality. In chapter 10, David wins a battle against the Ammonites. In chapter 11, however, there is a sequence of important events:

1. David remained in Jerusalem while his army went off to battle with the Ammonites.
2. David saw Bathsheba.
3. David sinned with Bathsheba.
4. David contrived to cover up his sin.
5. David had Uriah killed.

In chapter 12, David was confronted by the prophet Nathan. The balance of the book is a record of the ongoing tragedy and destruction surrounding David's life.

### 3. Asking Questions About Literary Form

Questions about literary form are essential because each form approaches the literary task from a slightly different perspective. The terms and structures may appear in a variety of literary forms. The identification of the type

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14. Thompson, Op. Cit., p. 33

of literature under consideration is vital to enable one to observe and ask questions profitably. The awareness of general literary form provides significant assistance in the interpretation of data found in the text. Six different types of literary form were discussed with the group and will be described below:

a. Logical Literature

Logical literature is an extended discourse or presentation of ideas in the form of a logical argument. It may be employed as the basis for an entire work, as in the case of the Epistle to The Romans. It may also be confined to a smaller section of a writing- i.e., Jesus' debate with the Pharisees as recorded in the Gospels. The interpretation of logical literature requires the critical use of logical discourse as opposed to a prose presentation. These forms are not mutually exclusive, but they are different.

In general, logical literature is an appeal to the intellect, a focus upon the rational as opposed to the poetic or narrative forms of literature.

b. Prose Narrative

Prose narrative is a literary form employed to present stories, or other data, in such a way as to convey evangelical or theological history. Prose narrative is not preoccupied with disconnected, historical facts. Through biographical sketches or stories, prose narrative seeks to convey specific truth by an appeal to the emotions and

imaginations of the reader. This is quite different from the logical literature which appeals to the rational/logical skills of the reader.

Prose narrative is found in the Old Testament in Genesis, Exodus and other specific places. In Genesis, the author does more than give the details of the lives of five prominent Hebrew men. Through the lives and experiences of these men, the author is making a dynamic, emotional statement about the character of God.

Prose narrative, in the New Testament, is found in the Gospel records as well as in the Book of Acts. Dr. Traina made this statement about this literary form:

"Its primary purpose is not to relate impersonal historical facts, but rather to present evangelical or theological history." 15

The interpretation of prose narrative requires a discovery of the spiritual truth conveyed through the account of the historical events and experiences of people in these historical settings.

### c. Poetry

Scriptural poetry is one literary form through which one can express deep feelings. Dr. Traina indicates that Scriptural poetry has three main characteristics:

"It frequently utilizes figurative language...second it is emotional in nature...and third it employs parallelisms of different types." 16

He also said,

"When one remembers that the poet employs flexible

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15. Traina, Op. Cit. p. 69

16. Ibid.

language and that he expresses feelings rather than logical concepts, one will not attempt to expound his language as if he utilized a literal scientific vocabulary or examine his statement at every turn for a precise, systematic theology." 17

The Christian faith has some intense emotional feelings to convey. The Scriptures attempt to convey every nuance of these feelings with absolute integrity.

Scriptural poetry is one means by which this desire may be realized. The interpreter must be alert to the presence of poetry as he/she attempts to take the words of an author seriously.

#### d. Drama

Dramatic prose is an authentic form of communication. Dr. Traina indicates that drama is made up of at least three ingredients:

"The dramatic method involves primarily the personification, particularization and vivid description of events or ideas for the sake of their moving effect." 18

This literary form is sometimes chosen because of its ability to convey an intensely moving effect. Passages such as Isaiah 2 may be an effective use of dramatic prose. This is certainly a vivid description. The interpreter must be alert to the possible presence of this tool.

#### e. Parabolic Literature

The parable was a favorite literary tool of Jewish

17. Ibid., p. 70

18. Ibid.

writers in general and of Jesus in particular. Dr. Traina indicates the following about the parabolic form:

"... A parable consists of two parts, the spiritual truth which is being illustrated, and the brief physical narrative which is placed beside it for the purpose of clarification." 19

Because parabolic literature uses the principle of analogy, the interpreter must keep this in mind when attempting to take seriously the words of Scripture.

#### f. Apocalyptic Literature

Dr. Traina describes apocalyptic literature in these terms:

" Apocalyptic literature is often characterized by the use of symbolism and descriptions of visions which are predictive in nature." 20

Apocalyptic literature is an excellent tool for the vivid presentation of certain truths. This is graphically illustrated in the book of Daniel and the book of Revelation. The interpreter must be alert to the possible presence of apocalyptic literature so that the intent of the author may be realized. One can say the same kinds of things in all the literary forms, but in different terms. Each form will convey a slightly different nuance. One can talk about love in each literary form. The logical form, such as Romans, can describe the whole spectrum of information about love. The prose form, such as the Gospels, describes love as it appears in daily life and

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19. Ibid., p. 71

20. Ibid.

human experience. The poetic use of symbolic language, the descriptive power of the prose narrative and the shades of meaning highlighted by a variety of parallelisms describe the love we can not define. By symbols and descriptions the author of Revelation can focus on the inner depths of love in a unique fashion.

#### 4. Asking Questions About Atmosphere

Dr. Traina teaches that atmosphere is,

"The underlying tone or spirit of a passage, which though intangible, is nevertheless real." 21

One might describe atmosphere as a chronicle of the moods emanating from the detail of the text. It is a sensing of the pulse of the writer's emotions. It is an attempt to untangle the web of overlapping emotions involved in given experiences and teachings. Asking questions about atmosphere is a way to enter into the pain, the joy, the sorrow, the guilt and release described in the text. It is to view the feelings from the inside of the text.

There was an attempt, within our limited time, to identify the various moods exemplified in a passage. In the case of the Prodigal Son, we described the contrition of the son, the forgiving joy of the father, the bitter resistance of the older son.

One's awareness of these moods may reveal some specific information concerning the passage at hand. Again, in the story of the Prodigal Son, the atmosphere of contrition, joy

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21. Ibid.

and bitterness blended together in the encounter. Careful observation of these moods will enable one to discover some of the dynamics at work in the passage.

## B. ANSWERING QUESTIONS

In class, an attempt was made to teach the three essential steps, taught by Dr. Traina, which are involved in answering questions:

The definitive phase.

The rational phase.

The implicational phase. 22

### 1. The Definitive Phase

The definitive phase is,

"...Discovering the basic meaning of the particulars of the passage. In a sense it corresponds to the function of dictionaries and lexicons." 23

This necessary first step identifies the meaning of the individual components as a beginning place in answering questions.

For instance, in Hebrews 3:1 - 6, it would be important to define the terms, especially the word "glory" , in order to identify the message the author is seeking to convey. It would also be critical to explain the importance of the structural contrast which is developed concerning Christ and Moses. It would be necessary to spell out the ways in which Christ and Moses actually differ. In this process, the word "glory" takes on deeper meaning.

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22. Ibid., pp. 95, 96

23. Ibid., p. 95



## 2. The Rational Phase

The rational phase of answering questions involves seeking the reasons which underlie the discovery of the basic meanings of the components.

This involves two factors:

- a. General reasons - the reason Biblical statements are made.
- b. Immediate reasons - the relevance of these reasons within their literary context. 24

In Hebrews 4:1 - 13 the word "rest" appears at least ten times. In nine of the ten times, the word is the same both in Greek and in English. In the definitive phase, a search would help one discover that the word "rest" is the identical root term in nine of the ten usages. In the rational phase, one would seek to uncover the reason why these ten statements are made.

Ernst Kasemann raises the question as to whether the word "rest" points to the Old Testament wilderness wanderings. If this were true, "rest" would be a symbol for Canaan. In chapter four of the Epistle to the Hebrews, it could, in some instances, serve as a symbol for heaven. 25

This pursuit will also illicit answers to the questions raised earlier concerning the meaning of the use of the Old Testament information and concepts in the rest of the epistle. Assistance can be found in the writings which

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24. Ibid., p. 96

25. Ernst Kasemann, The Wandering People of God, (Minneapolis: Augsburg Publishing House, 1984) p. 74

speak of these issues. 26

### 3. The Implicational Phase

The dictionary indicates that to implicate means,

"To enfold...to intertwine, involve, to bring into connection with; to show or prove to be connected with..." 27

Dr. Traina speaks to the idea of the Implicational Phase of Answering Questions saying:

" A statement always implicates more than it says explicitly, for it is the outgrowth of certain presuppositions and in turn becomes the presupposition for other ideas." 28

In Hebrews 4:11, the author uses the word "rest." This word has certain meaning potential in the Greek language. The recipients, who were apparently Jewish, would be aware of a historical significance associated with the idea of "rest." The Jews thought of the Exodus as a time of trouble followed by "rest" from their suffering. This adds still another dimension to the meaning of the author's word in the minds of the recipients. The placement of a word in relationship with other words in the structure of a sentence or larger segment tends to add even more dimensions to the meaning and use of the word. The implicational phase seeks to identify these presuppositions brought about through the interrelatedness of previous words and ideas.

In order to fully grasp the total significance of

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26. David, Patricia Alexander, Editors, Eerdmans' Handbook to the Bible, (Herts: Lion Publishing, 1984) p. 627

27. Jean L. McKechnie, Ed., Webster's New Twentieth Century Dictionary of the English Language Unabridged, (New York: Simon and Schuster, 1979) p. 914

28. Traina, Op. Cit., p. 96

I John 4:8, one would need to discover the extensive implications of John's exhortations to "love one another."

### C. EVALUATION AND APPLICATION

According to Dr. Traina, evaluation means

"To assess the worth of something, to appraise its excellence and relevance and usefulness." 29

In class, evaluation was shown to involve several things. It involves asking pointed questions about the purpose of writing this particular passage. In view of this information, was the author successful in that venture? It is crucial that we ask, in many cases, "for whom was this message intended?"

I Corinthians 11 deals with covering the head in prayer. Does this mean that every woman, in the modern church, who prays with her head uncovered is disobedient? To whom does this apply? Is Paul trying to set forth some universal principle such as, "Thou shalt not bear false witness"? In these determinations, one begins the evaluation of the passage. There is a process by which evaluation is carried out.

An attempt was made to help the class take this process seriously. The interpretation must precede application. Evaluation, on the other hand, produces the basis upon which application is based.

Dr. Thompson follows Dr. Traina's lead when he delineated these steps in the process of evaluation:

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29. Ibid., p. 203

"Keep the sacred story straight...separate the local from the universal...let Jesus be the judge." 30

## 2. Application

Dr. Traina divides the process of Application into two phases:

1. Analysis of the contemporary situation in view of the passage.

2. The application of the passage. 31

### a. Analysis of Contemporary Situation in View of Passage.

Through the process of evaluation, one must determine the universal elements of a passage. Oletta Wald speaks to this issue when she said,"

"In studying Scripture, you need to appraise the value of usefulness of a Biblical teaching before you can apply it. This does not mean that you set yourself up as a critical judge, but with an honest heart you should continually appraise the general validity of a Bible passage in relation to present-day living." 32

The interpreter must then seek out the precise, current circumstance to which this passage maybe applied.

The Epistle to the Hebrews moves toward a long list of exhortations in 12:1 - 13:25. In Hebrews 13:3 the author said,

"Remember them that are bound, as bound with them; them that are ill-treated, as being yourself also in the body." 33

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30. Thompson, Op.Cit., pp. 55 - 57

31. Traina, Op. Cit., pp. 214, 215

32. Oletta Wald, The Joy of Discovery In Bible Study, (Minneapolis: Augsburg Publishing House, 1975) p. 87

33. Hebrews 13:3

If one would make application of this exhortation, then he/she must determine the universal elements of the passage and then discover the specific, current situation to which this exhortation is precisely applicable.

#### b. Application of the Passage

Dr. Traina identifies a total of four steps in the application of a passage:

"Prior study - Interpretation of the main message of a passage. Specific evaluation based on New Testament: universal truth. Contemporary situation to which universal truth is relevant. Application proper." 34

As this process is followed, one will discover that an adequate interpretation of the text can be appropriately applied to life as it is experienced day by day. Application often takes place on a theoretical level. This is a necessary beginning of the process. It is an important step which is the basis upon which a practical application can be built.

#### E. CORRELATION

Correlation is an ongoing process by which the findings of one's study of individual passages is coordinated to develop a synthesized concept of the message of the Bible. This message must be related to the facts one discovers outside the Bible. Correlation is the foundation upon which solid generalization may be built.

Correlation is accomplished, according to Dr. Traina,

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34. Traina, Op. Cit., p. 215

in two distinct ways:

1. Formal association
2. Informal association 35

1. Formal Association

Formal association is a correlation in terms of topics. One can study a Biblical book or the whole Bible in terms of their theology, anthropology, christology, soteriology, pneumatology, ecclesiology, etc. This form must be used with care lest thought be divided into superficial compartments.

2. Informal association.

This is an attempt to discover the ties which bind every fact to every other fact. In practical terms this is accomplished by discovering passages which compliment and complete one another and expose these to life as it is experienced in the world where we live.

Correlation is the ongoing process of sharpening one's understanding of the message of the Bible as a whole as it comes in contact with life as one lives it day by day.

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35. Ibid., p. 225

## **CHAPTER III**

### **THE DESCRIPTION OF THE PROCESS**

CHAPTER THREE  
THE DESCRIPTION OF THE PROCESS

The initial inquiries in this research, sections A, B and C, are attempts to delineate the nature and extent of the problem under consideration. This process assumes that among the factors which make a major contribution to the initiation of change in understanding the Scriptures, at least three hold a place of prominence:

1. The pastor
2. The people of the congregation
3. The pastor's training for teaching Scripture

Positive movement needs to take place in one or more of these areas in order to experience improvement.

Section A dealt with a conversation, in broad focus, with fourteen ministers concerning the congregational desire in preaching and the pastor's ability and willingness to meet these expressed desires. In general, their responses indicated a lack of training and/or practice to meet the felt need of their congregations in the area of Biblical exegesis. These responses also indicated an unwillingness or lack of initiative to make the effort to change this situation.

Section B dealt with small group testing. This testing was done to give an indication of the level of knowledge and understanding of the Scriptures among the laity. The results of these tests agree with several years of



experience and similar tests, that the level of Biblical awareness and understanding among the laity is quite low even when they have been involved in Sunday School and worship for many years.

Section C dealt with a questionnaire which was sent to each ministerial member of the Detroit Annual Conference of the United Methodist Church. It was intended to investigate the ability and desire of local church pastors to work toward a solution of the lack of Biblical knowledge among the laity. Specific emphasis was placed upon the knowledge and use of Greek and Hebrew and their involvement in teaching the Bible in the local church. The questionnaire attempts to identify both the preparation and the desire to teach Bible in the local church. This is not intended to suggest that only those who have learned and regularly use Biblical languages are capable of careful teaching and preaching Biblical exposition. It does give some indication of the kinds of skills they bring to the interpretive task.

#### A. PERSONAL INTERVIEWS

The author spoke with fourteen ministers from the Detroit Annual Conference of The United Methodist Church. The conversation centered around the response of the laity to preaching from a Biblical text. It was generally agreed that the laity are increasingly asking to hear sermons lifting up the meaning of a Biblical passage. For some, this was a source of excitement and encouragement. For others, however, this was cause for fear and frustration.

## 1. The Pastors Involved

### a. Pastor A

This pastor serves a large congregation. He is a graduate of a prominent denominational seminary. He is a political leader in the Conference and views himself as a good preacher. He candidly admits that he is not well versed in the Bible.

### b. Pastor B

Some years ago, this pastor was a prominent administrator in the conference. He has served some strong churches. He acknowledges that his seminary training did not prepare him to teach or preach the Scriptures.

### c. Pastor C

This pastor is a relational leader with many years of experience. He is a graduate of a mid-western denominational seminary. He would describe his theological position as "middle of the road." He claims a greater knowledge of psychology than of the Bible.

### d. Pastor D

This pastor never teaches a Bible class and is not theologically oriented. He serves a suburban church of the "country club" variety. He graduated from a prominent eastern seminary. He is disappointed about the Biblical content of his sermons.

### e. Pastor E

This minister never teaches the Bible. He frankly confesses that he uses the Bible as a springboard to achieve

his major interests in social action. He knows more about management than about the Bible.

f. Pastor F

This pastor was an outstanding scholar in a prominent eastern seminary. He is the Senior Pastor of a large suburban church. He never studied Greek or Hebrew and placed a low priority on Bible courses. He is not well versed in Bible and usually preaches on current events.

g. Pastor G

This pastor serves a large church. He is an outstanding pastor, but not an excellent preacher by his own assessment. He is frustrated by the fact that he does not have a strong first-hand knowledge of the Bible. He relies on associates to teach Bible in the church.

h. Pastor H

This young pastor is a graduate of a prestigious eastern seminary. He placed a low priority on courses in Bible and has little Bible knowledge even at the trivia level. He is increasingly eager to learn about the Bible, but embarrassed at what he does not know about it. He is an excellent student and learns well. He was not exposed to any Biblical languages while in seminary.

i. Pastor I

This middle-aged pastor serves a medium sized church in a small town. He has an earned doctorate. He seldom preaches an expository sermon, though he has studied Greek

extensively. He tends to preach on the novel idea or the latest issues from a news oriented magazine.

j. Pastor J

This minister is a strong social activist. He laughingly admits that the Bible is useful whenever it substantiates his projects and positions. He never teaches a Bible class. He places little value upon the ability to develop accurately the specific teaching of a text.

k. Pastor K

This author was part of the discussion with the fourteen ministers. His training is strong in Bible and Biblical languages. He teaches Bible whenever possible. He uses Greek and Hebrew regularly in sermon and Bible study preparation.

l. Pastor L

This pastor was a leading graduate from a mid-western denominational seminary. He pastors a large church. He preaches quite regularly from the Bible. He relies on commentaries for assistance in interpretation. He never studied Biblical languages and placed a low priority on courses in Bible while in seminary.

m. Pastor M

This pastor has a reputation as a good preacher. He studied Greek, but never uses it. Courses in Bible were not a high priority in his seminary training and this is not a source of tension for him.

n. Pastor N

This pastor is evangelical in background though he graduated from a seminary of liberal orientation. He expresses serious disappointment over his weak background in Bible and Biblical languages. He serves in a below medium-sized church in a small town. He preaches a message from the Bible, but relies heavily on a favorite commentary for interpretive assistance.

o. Pastor O

This evangelical pastor graduated from a basically liberal seminary. He is a good orator and serves a large suburban church. He makes no effort to do careful Biblical exposition and does not try to teach Bible because he has no serious training for the task.

Only one of these fifteen pastors is regularly using the Greek New Testament and the Hebrew Old Testament or availing himself of advanced interpretive skills previously learned. Four of the ministers acknowledged that they had some training in Biblical languages, but three of these used that training very occasionally, if at all. Most of them usually rely upon the work of their favorite commentator. Some members of the group expressed disappointment over not having studied the languages when in seminary. The conversations yielded these basic concerns:

- (1) Most of the ministers felt they lacked the knowledge necessary to teach and preach the Scriptures.

- (2) Because they had not practiced the interpretive skills they had previously learned, they lost the ability to practice them.
- (3) They felt a lack of motivation and confidence to learn or re-expose themselves to these skills.
- (4) The lack of training and/or practice was seen as a definite disadvantage to them.

## B. SMALL GROUP TESTING

Two small groups were questioned concerning their knowledge of the Scriptures. The questions on the test were gleaned from several brands of material written for sixth grade level students. A copy of the test appears in Appendix 1-a, page 128.

### 1. The Purpose of the Testing

This test was designed to discover the level of biblical knowledge the participants possess. The questions on the test represent pieces of information they would have been exposed to repeatedly throughout their years in Sunday School. The test was designed to cover a broad range of Biblical information.

### 2. The Research Groups

#### a. The United Methodist Men's Group

This test was given to the United Methodist Men's group at Ames United Methodist Church, Saginaw, Michigan. This church has a long history of evangelical emphasis and

Biblical teaching. The adult Sunday School of this church is very strong.

These men had attended Sunday School for an average of 28.33 years. The group of United Methodist Men gave an average of seven correct answers out a possible twenty, or an average of 35.42 % correct. This average is deceptive because one of the twelve men had attended Sunday School for seventy-five years and had a perfect score of 20 correct answers. No one else came close. If one removes the highest score (20 correct) and the lowest score (3 years attendance and 1 correct answer), the averages will have a more accurate balance. The average Sunday School attendance would then be 26.2 years and their average score on this quiz would be 6.4 correct answers or 32%.

#### (1) A Summary of Test Results

A study of Chart 3-a, page 130, indicates that in almost every instance the longer the person attended Sunday School, the higher his score. At best, these scores were very low.

There are several interesting possibilities as to why these low scores were achieved. For purposes of this study it is important to indicate that the results listed in chart 3-a are true. No attempt will be made to isolate the precise reason behind the fact.

#### b. A Mixed-Couples Bible Study Group

This Bible Study Group is made up of four couples who meet weekly. They come from three different denominations-

Lutheran, Baptist and Methodist. They represent four different congregations - one Lutheran, one Baptist and two different United Methodist congregations. A summary of the results of their test scores is found in chart 3-b, page 131.

Again, it is interesting to note that those with the lowest scores generally have attended Sunday School the least number of years. No attempt will be made to isolate the cause of this relationship. That is another research situation. For purposes of this study, it is important only to note that the information in chart 3-b is true. The statistics are not encouraging. A knowledge of the Bible is one of the primary sources from which one draws in order to grow spiritually. Therefore, every effort toward spiritual growth depends, to some extent, upon a growing understanding of the Scriptures.

### 3. Questionnaires

A questionnaire was sent to each ministerial member of the Detroit Annual Conference of The United Methodist Church. There were 316 questionnaires filled out and returned. 180 of the respondents (56.96%) signed their names.

#### a. The Age of the Respondents

A breakdown of the ages of the ministers is found in chart 3-c on page 131. The average age of the responding ministers is 46.41 years.



#### b. The Location of Ministry of the Respondents

A breakdown of the location of the 315 ministers who responded is found in chart 3-d on page 131. The largest group serves country churches. The smallest group ministers to the inner-city.

#### c. The Size of Churches served by Respondents

A summary of the information from this question is found in chart 3-e on page 132. The largest group, 81 ministers, serves churches of less than 100 members. The smallest group of responding ministers serves churches of 1000 - 1199 members.

#### d. The Educational Experience of the Respondents

A breakdown of the information from this question is found in chart 3-f on page 132. 249 of the 316 who responded were seminary graduates. 44 of the total group had earned doctoral degrees.

#### e. The Respondent's Year of Graduation

A careful look at the statistics, found in chart 3-g, on page 132, indicates that 44.5% of the respondents have served 15 years or less. This is a relatively young group of ministers.

#### f. The Language Training of the Respondents

Chart 3-h, page 133, summarizes the language training of the 316 respondents to this question. This summary contained some surprises. Only 52.53% had studied Greek. They had studied the language an average of 2.25 years. For

those who had studied Biblical languages, it was an average of 20.38 years ago. These are not encouraging statistics.

g. The Present Use of Greek/Hebrew in Sermon Preparation

Chart 3-i, page 133, indicates that 224 of the 312, (71.79%), who responded to this question use Greek/Hebrew at some level in sermon preparation. This is interesting because only 165 of the 312, (52.88%), have studied Greek or Hebrew or both. Not every minister who has studied a Biblical language uses it in sermon preparation. But if every one did, there would still be at least 59 who use the language, but have never studied it. This apparently means that they use either commentaries that discuss linguistic details of the text or a series of books from which basic interpretive information can be gleaned.

If one studies the percentages of ministers who at one level or another use the Greek/Hebrew language in sermon preparation, it will become clear that the percentage rises from 58 % in the 60/up group to 100% in the 20/30 age group. This is an encouraging sign.

(1) The use of Greek/Hebrew words in sermons

Chart 3-j, page 134, indicates that more than 20% of the ministers never use a Greek/Hebrew word in a sermon. Let it be clear that this question does not suggest a negative connotation either for those who do or do not use these words. It does indicate the exposure of the congregation to these words and their meaning. 248 of the

316 who responded to this question use Greek/Hebrew words in their sermons. This is an average of 79.23%. With the exception of the of the 40/50 age group, the average number of those who sometimes use the terms begins with 70.59% in the 60/up group and rises steadily to 95% for the 20/30 age group.

(2) Those who Teach Bible in the Church

Chart 3-k, page 134, indicates that an average of 95.54% of the clergy are involved in teaching Bible to some degree in the church. This does not include teaching Sunday School.

Those in the 20/30 age group have a higher average participation than the 30/40 age group. This is not surprising since this group also has a higher percentage of ministers who have been trained in the use of Greek and Hebrew. You will also note that those in the forty through sixty age group have the highest average of ministers who at some level teach Bible in the local church. Unfortunately, in this group are many of those who have the lowest level of language skills with which to do critical study in the area.

(3) Those who use Greek/Hebrew in Bible class  
teaching

A look at chart 3-1, page 135, will indicate that 80.85% of the 309 ministers who responded to this question use Greek/Hebrew in the Bible classes they teach. This is interesting in view of the fact that only 52.53% of these ministers have been trained in the use of these languages.

Again, this apparently indicates their use of language aids and commentaries to achieve this goal.

The 20/30 year old group have the highest average use of Greek/Hebrew in Bible teaching (95%). Only one minister of this group reported that he did not use Greek/Hebrew in Bible teaching. This is reasonable because all 20 of the group have had language training.

On the other hand, it is just as reasonable to understand that the 60/up group has the lowest percentage of ministers who use Greek/Hebrew in Bible teaching. They also have the lowest percentage (45.09%) of ministers who studied Greek/Hebrew.

In general terms, it appears that the more exposure ministers had to Greek/Hebrew study, the greater was their likelihood of using the Greek/Hebrew in the Bible classes they teach.

#### (4) Language Training by Age Groups

A summary of the responses to this question may be found in chart 3-m on page 136.

##### (a) Those who Studied Greek

One hundred sixty-one of the three hundred fourteen who answered this question indicated that they had studied Greek. This is an average of only 51.27%. This means that nearly half of the ministers of the Detroit Annual Conference have had no formal training in the Greek language. If one studies the percentages as they move from one age group to another, it becomes clear that the

percentage of those who have studied the Greek language constantly increases as the age of the group decreases. It moves from 45.09% in the 60/up category to 90.47% in the 20/30 age group. Sixty-four of the one hundred and four ministers in the 20/30 and 31/40 age group have studied Greek. This is an average of 61.54%. These statistics indicate a strong increase in the Greek language background of the younger ministers, as compared with their older counterparts.

(b) Those who Studied Hebrew

Chart 3-m, page 136, indicates that Forty - two of the three hundred thirteen who answered this question indicated that they had formally studied Hebrew. This is an average of only 13.42%. More than four fifths of the ministers that responded have had no training in the Hebrew language. A careful look at the statistics indicates that the percentage has more than doubled for the 20/30 category over the 60/up group. This offers the possibility of a positive direction for the church in the use of the Hebrew language for the understanding and teaching of the Scriptures.

C. PARTICIPANTS IN THE RESEARCH CLASS

1. The Age of the Participants

There were thirteen students in the class. These students represented a broad spectrum of backgrounds. Chart 3-n, page 136, gives a comparison of the ages of the

students. The average age of the students in the class is 47.31 years. The largest age group represented is 41/50.

## 2. The Gender of the Participants in the Class

Chart 3-o, page 137, indicates the composition of the class. It is appropriate to have more female than male students because there are more women than men in the church.

## 3. The Kinds of Employment

A summary of the kinds of employment represented among the participants of the class is found in chart 3-p on page 137. The summary reveals a good balance between six different types of employment. The largest number (3) work in the medical field while the smallest number (1) works in the clerical field.

## 4. The Educational Experience of the Participants

Chart 3-q, page 137, indicates that the class has a broad range of educational experience. Four participants had a high school diploma only. On the other hand, two participants had earned a doctoral degree. The largest representation was the Master's level with five participants.

## 5. The Church Experience of the Participants

### a. Their Denominational Affiliation

Chart 3-r, page 138, indicates that the class is composed of members from both Lutheran and United Methodist churches.

b. The Participants who Attended Worship as  
Children

Chart 3-s on page 138 indicates that all thirteen of the students had attended Sunday worship as children.

c. The Participants Who Attended Sunday School as  
Children

Again, chart 3-t on page 138 indicates that twelve of the thirteen attended Sunday School in their childhood.

d. The Number of Years Each Participant Attended  
Worship

There is a summary of the experience of each participant in church attendance in chart 3-u on page 138. The average attendance for the participants is 34.61 years. The greatest number of years was 56 while the smallest number was 10.

e. The Number of Participants Involved in a Regular  
Bible Study Group

It was a surprise to discover that only two of the participants are involved in a regular Bible Study group. Each member of the class is involved in daily study of the Scripture, but only 15.38% are participants in a group Bible experience other than this class.

D. THE INITIAL TEST

1. The Purpose of Test I

Test I was given to establish the level of interpretive skills for each student prior to participation in the class. This was necessary in order to initiate the process of

determining the degree of improvement attained. This procedure establishes the before/after format.

## 2. The Text Chosen for the Test

Luke 7:1 - 10 was chosen as the passage to be interpreted in this test. The passage is known as the story of the healing of the Centurion's servant.

## 3. The Basis for Choosing this Text

This test requires a text which is relatively free from textual problems. There are two problems in the text, but these are not as severe as several others might be.

The test requires a text that has theological content, but is not so complicated and problematic that untrained lay persons are unable to work with it. By the same token, it requires a text that can provide opportunities for the students to demonstrate the full expression of their increased interpretive skills.

A text must also contain sufficient material so that a cross section of the structural relationships, words to be defined and inflections to be identified can be exhibited.

The test also requires a passage which is not too well known or used as the basis for sermons and teaching experiences. There would be a problem, for instance, in Luke 15, the stories of the Lost Sheep, the Lost Coin and the Lost Sons. Most Christians are very familiar with this passage.



It appears that Luke 7:1 - 10 fulfills all the above needs. There are several other texts which would also meet these qualifications.

#### 4. The Wording of the Test

There were several qualities which were essential in the writing of the question.

a. The request needed to be clear. For this reason the word "interpret" was defined.

b. The test needed to reflect the student's freedom:

(1) The length of their writing was not a factor.

(2) The study could be very involved. On the other hand, it could be quite uncomplicated. and be of equal value.

(3) The study was not seeking a specific interpretation. The students were to interpret as they discovered information.

(4) The question was frank - it clearly identified the fact that the purpose was to discover the students' ability to describe the message of the text.

#### E. TRAINING IN METHOD

The process of training a group in the use of inductive method is crucial to the direction of this study. A careful description of this process is included in chapter II.

There were four sessions of two hours each.

## F. THE PRACTICE OF THE INDUCTIVE METHOD

This segment of the research class consisted of twelve sessions of two hours each. The Epistle to the Hebrews was used for study and practice of the inductive method. This was accomplished through the following means:

### 1. Session One - Overview of the Book

#### a. The assignment

- (1) Practice skimming a book by reading it in one sitting in one half hour.
- (2) Give a title to each chapter of the epistle.
- (3) Through observation, learn to discover the movement of the book.
- (4) Learn to isolate the major divisions of the book.
- (5) Learn to isolate each strata of the structure of the epistle.
- (6) Practice making observations about the content of the epistle.

#### b. The Classroom Experience

- (1) Review the chapter titles which had been prepared.
- (2) Work through the movement of the book.
- (3) Identify the major divisions of the book.
- (4) Work through each level of the structure of the book.
- (5) Identify the message of each paragraph of the book.

(6) Review observational procedures:

Invite class to indicate major areas of information in the epistle.

(a) The recipients of the book

(b) Jesus

(c) The exhortations

(7) Work carefully with the observations about the recipients.

2. Session Two - Hebrews 1:1 - 4

a. The Assignment

(1) Review the observational procedures.

(2) Practice asking questions about the text.

(3) Practice the observation of sentence structure.

b. The Classroom Experience

(1) Discuss literary form.

(2) Review probable historical setting.

(3) Discuss paragraph relations.

(4) Practice the use of the Greek text to isolate more specific meanings.

(a) Demonstrate the use of the Bible Dictionary to provide insights concerning the specific meaning of words.

(b) Acquaint the class with the Greek alphabet.

1) Go over the alphabet with them.

- 2) Help the class learn to pronounce Greek words.
  - 3) Demonstrate the use of the Interlinear New Testament. 40
- (c) Demonstrate the use of the Interlinear Bible in the process of asking questions about the text and terms.
- 1) Deal with the word "image" in Hebrews 1:3.
    - a) Demonstrate the use of The Expository Dictionary of New Testament Words.
      - i) Greek word\_\_\_\_\_.
      - ii) Look up "image" in Dictionary under the name and then under "Strong number" -5481.
 

"Tool for graving, to cut into, to engrass." 41
    - b) Demonstrate the use of the Analytical Greek Lexicon.
      - i) Look up Greek word

\_\_\_\_\_ 42

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40. George R. Berry, Ed., Interlinear Greek-English New Testament, (Grand Rapids: Baker Book House, 1981) p. 764

41. John R. Kohlenberger III, Ed., The Expanded Vine's Expository Dictionary of New Testament Words (Minneapolis: Bethany House Publishers, 1984) p. 576

42. Harold K. Moulton, Ed., The Analytical Greek Lexicon, Revised (Grand Rapids: Zondervan Publishing Corp., 1988) p. 435

- c) Describe the Grammatical situation.
- i) Demonstrate the use of chart to transfer grammatical identity into English form. 43
  - ii) Translate the Present Imperative into "Keep (and go on keeping) my commandments."
- d) Demonstrate the use of the Theological Dictionary of the New Testament. 44
- e) Demonstrate the use of the Concordance-
- This is the only use of this word in the New Testament. 45

(5) Discuss the relationship of modifiers to the subject of the sentence.

### 3. Session Three - Hebrews 1:5 - 2:18

#### a. The Assignment

- (1) Practice in observation and asking questions
- (2) The observation of structure
- (3) The meaning of this structure

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43. William Davis, Beginner's Grammar of the Greek New Testament, (New York: Harper and Bros. Publishers, 1923) p. 19

44. Gerhard Kittell, Geoffrey Bromiley, Tr. and Ed., Theological Dictionary of the New Testament, Abridged in One Volume. (Grand Rapids: William B. Eerdmans Publishing Co.) p. 1308

45. James Strong, The Exhaustive Concordance of the Bible, McLean: MacDonald Publishing Co.) p. 511

- (4) Review the interpretive questions asked by the class in their preparation.
- (5) Identify the connectives in the passage.
- (6) Pursue the meaning of these connectives.
- (7) Review the idea of conclusion by summarization.

b. The Classroom Experience

- (1) Review sentence structure.
- (2) Review definitive questions concerning meaning, structure and form.
- (3) Review rational questions asked by students.
- (4) Review questions about terms.
- (5) Review questions about implications.
- (6) Review the meaning of connectives.
- (7) Discuss the purpose of Old Testament quotations.

4. Session Four - Hebrews 3:1 - 4:16

a. The Assignment

- (1) Apply observation - concerning the recipients.
- (2) Apply observation - concerning the use of the word "rest".
- (3) Apply the definitive questions.
- (4) Apply answering questions.
- (5) Apply asking questions about structure.
- (6) Apply the use of connectives.

b The Classroom Experience

- (1) Review observation concerning the recipients in chapter 3.
  - (2) Review "Answering questions" about terms- "rest". Discussion of idea put forth by Kasemann concerning "rest". 46
  - (3) Review answering questions about structure in Hebrews 4:14 - 16, summary and conclusion to the first major division.
  - (4) Review the relationship between types of clauses.
  - (5) Review literary relationships and repetition, i.e., "rest", "bold".
  - (6) Review the law of climax - Hebrews 4:14 - 16.
5. Session Five - Hebrews 5:1 - 6:20
- a. The Assignment
    - (1) Apply structural relationships, especially contrast.
    - (2) Apply "definitive" and "formal" questions.
    - (3) Apply "Answering Questions."
    - (4) Discuss the logical structural relationship which expresses a reason - "for".
  - b. The Classroom Experience
 

The classroom experience spelled out the areas alluded to in the assignment.
6. Session Six - Hebrews 7:1 - 8:13
- a. The Assignment

- (1) Pursue "definitive" questions.
  - (2) Apply asking questions to facilitate interpretation.
  - (3) Discuss the structural relationships between major sections of the text.
  - (4) Review answering implicational questions about terms and structure.
  - (5) Answer termal questions.
  - (6) Answer formal questions.
- b. The Classroom Experience
- (1) Discuss the issues raised in the questions given to the participants in preparation for the class.
  - (2) Answer questions about terms when the translation of the word is not exceptionally helpful.
  - (3) Practice discovering important information about the priesthood. 47
  - (4) Practice in the discovery of information about a specific priest and priesthood—Melchizedek. 48
  - (5) Practice in the discovery of additional information about a specific priest and

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47. James Orr., Gen. Ed., The International Standard Bible Encyclopedia, (Grand Rapids: Wm. B. Eerdmans Publishing Co., 1952) Vol. 4, pp. 2444-2452

48. Paul Achtemeier, Gen. Ed., Harper's Bible Dictionary, (San Francisco: Harper and Row., Publishers, 1985) p. 625



priesthood - Melchizedek. 49

(6) Practice in the use of a commentary. 50

7. Session Seven - Hebrews 9:1 - 10:18

a. The Assignment

(1) Ask questions about the structure of the message.

(2) Ask questions about the form of this division.

b. The Classroom Experience

(1) Practice the answering of questions:

(a) Questions about structure- why the description of the tabernacle is at this point.

(b) Questions about the repetitions in the passage.

(2) Exercise in asking rational questions - what does this mean.

(3) Discussion of the structural relationships.

(4) Exercise in asking definitive questions.

(5) Discussion of asking questions about connectives.

(6) Discussion of answering questions about contrast.

(7) Discussion of answering questions about the structural relations of climax.

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49. James Orr., Op. Cit., Vol 3, pp. 2028, 2029.

50. Louis H. Evans, Jr., James J. Ogilvie, Gen. Ed., The Communicator's Commentary, Hebrews (Waco: Word Books, Publisher, 1985) pp. 112, 113.

## 8. Session Eight - Hebrews 10:19 - 39

### a. The Assignment

- (1) Discussion of the movement; the logical progression of the book from 4:14 - 10:39.
- (2) Observation of the exhortations found here and in 4:14 - 16.
- (3) Answer rational questions about the repetition of exhortations to boldness at the conclusion of both major divisions of the book.

### b. The Classroom Experience

- (1) Discuss the structural questions dealt with in this passage.
- (2) discuss answering definitive and rational questions about this conclusion.
- (3) Discuss asking questions of comparison in these conclusions.
- (4) Discuss asking questions about connectives.
- (5) Discuss answering definitive and rational questions in this passage.
- (6) Discuss the structural concerns of the contrasts in this passage.

## 9. Session Nine - Hebrews 11:1 - 16

### a. The Assignment

- (1) Make observations concerning the existence of three lists of people in this chapter.
- (2) Discuss answering questions about structure.

- (3) Practice answering definitive questions about the structural relations of analysis.
- (4) Discuss the use of structural relations of summarization.

b. The Classroom Experience

- (1) Explain the structural relation of particularization.
- (2) Illustrate answering questions concerning form and structure.
- (3) Review the use of connective - "wherefore."
- (4) Review the use of conclusion.
- (5) Discuss answering questions about historical background.

10. Session Ten - Hebrews 11:17 - 40

a. The Assignment

- (1) Discuss the comparison of structural situations.
- (2) Practice answering rational questions about structure.
- (3) Examine the asking of definitive and rational questions about structural choices.
- (4) Review the answering of questions about the structure.
- (5) Practice the implicational questions of climax in this chapter.
- (6) Review observation of chronology in this

chapter.

- (7) Practice answering rational questions concerning Moses' "Accounting the reproach of Christ greater riches than the treasures of Egypt."

## 11. Session Eleven - Hebrews 12:1,2

### a. The Assignment

- (1) Do observation of the author's message in 1:1 - 11:40.
- (2) Practice answering definitive questions.
- (3) Practice answering rational questions.
- (4) Practice asking questions about logical connectives which express logical results.

### b. The Classroom Experience

- (1) Discuss the assignment.
- (2) Review the findings.

## 12. Session Twelve - Hebrews 12:3 - 13:25

### a. The Assignment

- (1) Review observation concerning the 32 exhortations found in the passage.
- (2) Ask rational questions concerning these exhortations.
- (3) Ask rational questions concerning the structure and connectives revealing movement of the text toward climax.
- (4) Answer questions concerning the logical

progression of the passage.

b. The classroom Experience

- (1) Teach and practice the process of evaluation of the teachings of the text.
- (2) Teach and practice the experience of application of the text to life.
- (3) Discuss applications made by different teachers - i.e., Erich Sauer. 51
- (4) Teach, briefly, concerning correlation.

G. THE CONCLUDING TEST

1. The Relationship Between the Two Tests

Tests I and II were designed to be very similar. The passage of Scripture to be interpreted was exactly the same for both tests. The instructions which accompanied the passage were essentially the same.

By using essentially the same test, the researcher could gain an awareness of the degree of improvement of the group and of individuals within the group. This discovery is at the heart of this research.

2. The Evaluation of Tests I and II

It should be noted that in both Test I and Test II the size of the research class was small. This was done to enable the researcher to have a better grasp of what was happening with each student. This obviously creates a limitation of the statistical findings. This must be kept

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51. Erich Sauer, In The Arena Of Faith, (Grand Rapids: Wm. B. Eerdmans Publishing Co., 1955) pp. 85 - 95

in mind. On the other hand, the size does not negate the findings which have been recorded.

All of the materials were evaluated by Dr. David L. Thompson, Professor of English Bible at Asbury Theological Seminary, Wilmore, Kentucky. This was done using the criteria from Methodical Bible Study, which were outlined in the preceding chapter. The students in the class were identified by number rather than by name. This identification was used consistently as a means of reference throughout the document.

#### H. THE RESULTS OF THE TESTING

##### 1. The Results of the Initial Test

A summary of the results of Test I can be found in chart 3-v on page 139. A careful study of the chart reveals that each student received a "1" , which is the lowest possible grade, on from two to nine of the nine categories. Five students received a "1" on eight of the nine categories. These scores are very low.

##### 2. The Total Scores for Test I in Each Category

Chart 3-w, page 139, reveals the accumulative scores for each of the nine categories. This is an average score of 1.59 for the class. This is significant data because it indicates the apparent interpretive skills of the individual students, in specific areas, as they began the study.

##### 3. A Comparison of Total Scores of Individual Categories

On page 139, chart 3-x indicates that the students were able to do their best work in the area of Accurate Observation. They did their poorest work in the area of showing their Awareness of the Structure.

#### 4. The Results of Test II

##### a. A Summary of the Total Scores for Test II

Chart 3-y, page 140, gives the total scores. A "1" is the lowest possible score. One student did not receive a single "1" score. One student received eight of these low scores. Only two students received more than four of these "1" scores. These scores are considerably higher than those of the previous test.

##### b. A Comparison of Total Scores by Category

Chart 3-z, page 141, is significant because it indicates the apparent interpretive skills of the class, in specific areas, as they concluded the study. Whereas the overall score for Test I averaged out at a score of 1.59, the overall score for Test II averaged out at 2.56. This is an overall improvement of 37.89%.

##### c. A Comparison of Total Scores of the Individual Categories

On page 141, chart 3-aa indicates that the students did their best work in Accurate Observation again. A cursory observation of these results indicates that the categories in which the students originally did their best and poorest work were not necessarily the same on both tests. There is from 20 - 52% improvement in every category from Test I to

Test II. In both tests they did their best work in "Observes Accurately." In Test I the poorest record was in their "Awareness of Structure." In Test II, however, the lowest grades were achieved in "Asks Questions." The greatest degree of improvement, 52%, was achieved in their ability to "Base Interpretation on Evidence."



## **CHAPTER IV**

### **THE ANALYSIS OF RESULTS**

## CHAPTER FOUR

### THE ANALYSIS OF RESULTS

#### A. A COMPARISON OF SCORES OBTAINED BY INDIVIDUALS ON TEST I AND II.

A comparison of scores obtained on Test I with those obtained on Test II was undertaken to indicate the degree of change in a student's ability to interpret Scripture. This comparison was made for each of the students in the class.

##### 1. Student Number One

Data indicate that Student Number One showed the greatest improvement in her Awareness of Structure and in her Utilization of Evidence as a Basis for Interpretation. The data also indicate that some progress was made in Differentiating the Steps of Inductive Bible Study, and in Making Substantive Observations and Observes Accurately. There was no measurable evidence of change in the other four areas of the test. There are no areas in which this student's ability to interpret Scripture measured lower on Test II than on Test I. This represents an overall increase of 30.59% in the ability to interpret Scripture. This data may be found in chart 4-a on page 144.

##### 2. Student Number Two

Student Number Two experienced the greatest improvement in Observes Accurately. This student made less dramatic improvement in Differentiating the Steps of Inductive Bible Study, Basing Interpretation on Evidence and Discerning

## Major Emphases.

This student made no measurable improvement in showing her Awareness of Context, Awareness of Structure, Making Substantive Observations, Asking Questions and Making Valid Application.

There are no areas in which this student demonstrated a lower ability to interpret Scripture in Test II than in Test I. This represents an overall increase of 35.48% in the ability to interpret Scripture. Chart 4-b, page 144, contains the data for this analysis.

### 3. Student Number Three

Student Number Three showed improvement in the area of Observes Accurately. In all other areas, the ability to interpret Scripture remained the same. There were no areas in which the demonstrated ability to interpret Scripture in Test II was lower than that in Test I. This represents an overall increase of 9.02% in the ability to interpret Scripture. The data may be found in chart 4-c on page 145.

### 4. Student Number Four

Student Number Four showed improvement in Awareness of Structure, Asking Questions and Basing Interpretation on Evidence.

This student did not demonstrate measurable change in Differentiating the Steps of Inductive Bible Study, Accurate Observation, Discerning of Major Emphases or Making Valid Application.

The data indicates that the highest score in the first

test was in the area of Asks Questions. This area was the only one in which the score of "4" was achieved. The second test indicates the same high score with no measurable change.

Another interesting fact is in the area where the score of Test II was greater than the score in Test I. This was true with both Showing Awareness of the Context and Making Substantive Observations. In both instances, the difference was 40%. This represents an overall increase of 6.0% in the ability to interpret Scripture. The data may be found in chart 4-d on page 145.

#### 5. Student Number Five

This student showed the greatest improvement in the area of Awareness of Context. Moderate improvement was demonstrated in Awareness of Structure, Making Substantive Observations, Asking Questions and Using Evidence as the Basis of Interpretation.

A lesser degree of improvement was exhibited in the interpretation of Scripture (1.0) in the areas of Differentiating the Steps of Inductive Bible Study and Accurate Observation.

There was no measurable improvement in this student's ability to Discern the Major Emphases or Making Valid Application. The ability of this student to interpret Scripture nearly doubled at 48.55%. The supporting data will be found in chart 4-e on page 145.

#### 6. Student Number Six

This student is an ordained minister who in the past five years has been trained in the use of Inductive Bible Study. He demonstrated improvement in the areas of Showing Awareness of Structure and Accurate Observations. In all other areas there was no change. It should be noted that this is, in part, because the scores were already so high. There were no areas in which the score from Test I surpassed the score from Test II. This represents a 9.27% improvement in the ability to interpret Scripture. Chart 4-f, page 146, contains the supporting data.

#### 7. Student Number Seven

Student Number Seven showed her greatest improvement in the areas of Differentiating the Steps of Inductive Bible Study, Accurate Observations, and Making Valid Applications. She gave evidence of moderate improvement in the Awareness of Context, Awareness of Structure, Making Substantive Observations and Basing Interpretation on Evidence. The least improvement was in Discerning Major Emphases while no improvement was indicated in Asking Questions. The work of this student is one of the better examples of what can be done in this program. This represents an overall increase of 70.28% in the ability to interpret Scripture. This is a substantial improvement. The supporting data can be found in chart 4-g on page 146.

## 8. Student Number Eight

Student Number Eight improved in five of the nine areas. The greatest improvement was realized in Showing Awareness of the Context, Making Substantive Observations and Making Valid Application. There was moderate improvement in Accurate Observations and Discerning Major Emphases. There was no discernable improvement in Differentiating the Steps of Inductive Bible Study, Showing Awareness of Structure, Asking Questions, and Making Substantive Observation. This increase of 38.10% in the overall ability to interpret Scripture is documented in chart 4-h on page 146.

## 9. Student Number Nine

Student Number Nine demonstrated the greatest improvement in Showing Awareness of Structure (3.0), Basing Interpretation on Evidence (3.0), and Making Valid Application. There was moderate improvement in Differentiating the Steps of Inductive Bible Study (2.0), Making Substantive Observation (2.0), and Discerning Major Emphases (2.0). The least improvement was exhibited in Accurate Observation (1.0).

There was one area, Shows Awareness of Context, in which there was no change whatsoever. In Test II this student did not Ask Questions as a means of interpreting Scripture as he had done on Test I. The overall result was an increase of 38.10 % in the ability to interpret Scripture. Supporting data may be found in chart 4-i, page

147.

#### 10. Student Number Ten

Student Number Ten exhibited the greatest improvement in Accurate Observations (3.0). Moderate improvement was demonstrated in Using Evidence as the Basis for the Interpretation of Scripture (2.0). The least improvement was displayed in Showing Awareness of Context (0), Showing Awareness of Structure (0), Asking Questions (0) and Making Valid Application (0). This student increased her ability to interpret Scripture by 38.10%. The supporting data for this report is found in chart 4-j, page 147.

#### 11. Student Number Eleven

Student Number Eleven demonstrated the greatest improvement in the area of Asking Questions (3.0). Moderate improvement was exhibited in Differentiating the Steps of Inductive Bible Study (2), Showing Awareness of Structure (2.0) and Making Substantive Observations (2.0). The least improvement was demonstrated in Accurate Observations (1.0).

This student exhibited no measurable change in Showing the Awareness of Context, Basing Interpretation on Evidence and Making Valid Application.

This student had a higher score in Discerning Major Emphases in Test I (3.0), than in Test II (2.0). Nevertheless, her overall improvement in the ability to interpret Scripture was 36.11%. See chart 4-k, page 147, for the supporting data regarding this student.

## 12. Student Number Twelve

Student Number Twelve demonstrated the greatest improvement in Making Substantive Observations (3.0). Moderate improvement was demonstrated in Differentiating the Steps of Inductive Bible Study (2.0), and in Basing Interpretation on Evidence (2.0). The areas of least improvement were Showing Awareness of Structure (1.0) and Making Substantive Observations (1.0).

This student exhibited no measurable improvement in Showing Awareness of Context, Asking Questions and Making Valid Applications.

This student's score in Test II was lower than the score in Test I in the area of discerning Major Emphases (1.0). Nevertheless, there was an overall improvement of 45% in the ability to interpret Scripture. The appropriate data will be found in chart 4-1 on page 148.

## 13. Student Number Thirteen

Student Number Thirteen demonstrated the greatest improvement in Basing Interpretation on Evidence (3.0). More moderate improvement was exhibited in Differentiating the Steps of Inductive Bible Study (2.0), Accurate Observations (2.0), Making Substantive Observations (2.0), and Making Valid Application (2.0). The least improvement was displayed in Discerning Major Emphases (1.0).

This student shows no measurable improvement in Showing Awareness of Context, Showing Awareness of Structure and Basing Interpretation on Evidence. Still there is an



overall improvement of 54.55% in this student's ability to interpret Scripture. The data from her testing is found in chart 4-m, page 148.

B. COMPARISON OF OVERALL SCORES OBTAINED, ON TESTS I AND II, BY THE FOUR STUDENTS WITH HIGH SCHOOL DIPLOMAS ONLY

1. There are seven areas in which the scores for Test II of the students with only a high school diploma exceeded that demonstrated in Test I.

The students who had a high school diploma only exhibited a greater skill of interpretation in Test II than in Test I in Observes Accurately (2.0 greater), Basing Interpretation on Evidence (1.5 greater), Differentiating the Steps of Inductive Bible Study (1.25 greater), Discerning Major Emphases (1.25 greater), Making Substantive Observations (0.75 greater), Making Valid Application (0.5 greater), and Showing Awareness of Structure (0.25 greater).

2. There are two areas in which there is no change in the ability of these students to interpret Scripture.

There was no change in the ability of this group to interpret Scripture between Test I and Test II in Showing Awareness of Context or Asking Questions. It should be noted that the score was the lowest possible score.

There were no areas where the Test II score of these students was less than that of Test I. There is an improvement of 40% overall in the ability of these students to interpret Scripture. See chart 4-n, page 149, for supportive data.

C. A COMPARISON OF THE AVERAGE SCORES ON TESTS I AND II OBTAINED BY THE SEVEN STUDENTS WITH A BACHELOR'S OR MASTER'S DEGREE

These students demonstrated the greatest improvement in Showing Awareness of Structure (1.6 score increase), Basing Interpretation on Evidence (11.2 score increase), Making Substantive Observations (1.2 score increase) and Differentiating the Steps of Inductive Bible Study (1.1 score increase). A moderate increase was demonstrated in showing Awareness of Context (1.0 score increase), Accurate Observation (1.0 score increase) and Asking Questions (1.09 score increase).

These students demonstrated the least improvement in Making Valid Application (0.8 score increase) and Discerning Major Emphases (0.3 score increase). This is an increase in skill of 36.67%. The supporting data for this comparison is found in chart 4-o on page 149.

D. A COMPARISON OF AVERAGE SCORES OBTAINED ON TESTS I AND II BY THE TWO STUDENTS WHO HAVE DOCTORAL DEGREES

The greatest improvement by these students was demonstrated in Basing Interpretation on Evidence (2.5 score increase) and Accurate Observation (2.0 score increase). Moderate improvement was exhibited in Differentiating the Steps of Inductive Bible Study (1.5 score increase), Showing Awareness of Structure (1.5 score increase), Making Substantive Observation (1.5 score increase), Discerning

Major Emphases (1.5 score increase) and Making Valid Application (1.5 score increase).

In the area of Showing Awareness of Context there was no demonstrable improvement. In Asking Questions, the score of Test II was less than that of Test I (0.5 score decrease). Overall there was an improvement of 46.2%. This comparison is supported by the data in chart 4-p on page 150.

E. A COMPARISON OF THE AVERAGE SCORES ON TEST I OBTAINED BY MALE AND FEMALE STUDENTS WHO HAVE SIMILAR EDUCATIONAL BACKGROUNDS

1. Students With a High School Diploma Only

There were four students in the class who had a high school diploma ONLY. Two of these were male and two were female. Their scores, obtained on Test I, are presented below.

a. Female Students With High School Diploma Only

(1) A Comparison of the Average Scores of the Female Students Who Have a High School Diploma Only

A perusal of the data, in chart 4-q, page 150, will indicate that these scores are almost exclusively as low as possible. The only exception to this observation was that Student Thirteen received a "2" in Basing Interpretation on Evidence.

b. Male Students With High School Diploma Only

(2) A Comparison of the Average Scores of the Male Students Who Have a High School Diploma Only

The data in chart 4-r, page 151, make it clear that in most instances the scores were equal and as low as possible. There were two exceptions to this:

(a) D - Observes Accurately

(b) H - Discerns Major Emphases

The data also indicate that the Test I scores achieved by the male students with this educational background were approximately 5% higher than the Test I scores achieved by the female students of the same educational background.

## 2. Students With a Bachelor's or Master's Degree

There were five female and two male students in the class who had Bachelor's or Master's degrees. Their scores, obtained on Test I, are compared below.

### a. Female Students with Bachelor's or Master's Degrees

Coming into this course of study, the strong areas for these students were Discerning Major Emphases (a score of 2.6), Observing Accurately (a score of 2.2), Differentiating Steps of Inductive Bible Study (a score of 1.8) and Making Valid Application (a score of 1.8).

Coming into this program, the weaker areas for these students were Showing Awareness of Context (a score of 1.0), Differentiates Steps of Inductive Bible Study (a score of 1.8) and Making Valid Application (a score of 1.8). The supportive data are found in chart 4-s on page 151.

### b. The Male Students with Bachelor's or Master's Degrees

There were two male students in the class who have a Bachelor's or Master's degree. Their average scores on Test I were as follows:

This is the highest average score of any of these groups, on Test I. The average Test I score for the men who have a Bachelor's or Master's degree is 2.8. This is 42.86% higher than the scores achieved by the women in this test. You will also note that there is substantial difference between the grades of the two students in this category. Chart 4-t, page 151, contains the data for these observations.

### 3. Students With a Doctor's Degree

There were two students in the class who had a Doctoral degree. One of these was a male and one was a female. The small number of people in this group makes it impossible to secure valid data for the needed comparisons. Therefore, these comparisons are omitted.

## F. COMPARISON OF SCORES OBTAINED ON TEST II BY MALE AND FEMALE STUDENTS WHO HAD SIMILAR EDUCATIONAL BACKGROUNDS

1. The scores obtained on Test II by the two male and two female students with high school diplomas only are presented below:

### a. Female Students

The strongest areas, for these students, on Test II, were Observing Accurately (an average score of 3.0), and Basing Interpretation on Evidence (an average score of 3.0).

Moderate scores were achieved in Differentiating the Steps of Inductive Bible Study (an average score of 2.5),

Discerning Major Emphases (an average score of 2.5), Making Substantive Observation (an average score of 2.0) and Making Valid Application (an average score of 2.0).

The lowest scores achieved by these students on Test II were in Showing Awareness of Context (an average score of 1.0), Showing Awareness of Structure (an average score of 1.0) and Asking Questions (an average score of 1.0). Chart 4-u, page 152, contains the supporting data for this segment.

#### b. Male Students

In Test II, male students with a high school diploma only did their strongest work in Observing Accurately (an average score of 4.5) and Asking Questions (an average score of 4.0).

Moderate scores were exhibited by these same male students in Differentiating the Steps of Inductive Bible Study (an average score of 3.5), Showing Awareness of Structure (an average score of 3.5), Making Substantive Observations (an average score of 3.0), Basing Interpretation on Evidence (an average score of 3.0) and Showing Awareness of Context (an average score of 2.5).

The lowest scores achieved by these students were in Discerning Major Emphases (an average score of 1.0) and Making Valid Application (an average score of 1.0). Chart 4-v, page 152, contains the supportive data for this area.

#### c. Comparison of the Data

The average scores, for Test II, of the male

students who had a high school diploma only are greater than the scores, for Test II, of the female students with similar educational background. The scores of the male students are 30.56% greater than the scores of the female students with similar educational backgrounds.

The data indicate that the male students achieved higher scores in both Test I and II than the female students. In Test I the score is 5.41% higher. In Test II the score was 30.56% higher. Chart 4-w, page 152, contains the data for this area.

The data indicate that among the students who have a Bachelor's or Master's degree, the skill of the male students, on Test I, doubled that of the female students on the same Test. Again, in Test II, the average score of the male students was greater than that of the female students, but only by 17.86%. See Chart 4-x on page 153.

Because there were only one male and one female student who had a Doctoral degree, it was not possible to gain dependable data from a comparison of their scores. Nevertheless, the comparative data is listed in chart 4-y on page 153. The female student did demonstrate greater skill in the interpretation of Scripture than the male student in this instance.

#### G. A COMPARISON OF THE AVERAGE SCORES FOR TEST I OF ALL MALE STUDENTS WITH THE AVERAGE SCORES OF ALL FEMALE STUDENTS

The data indicate that at the beginning of this study, the male students demonstrated a greater ability to

interpret Scripture than their female counterparts. It should be observed, however, that this was only by four tenths of a point. It represents a 23 % higher average score.

#### 1. Areas in Which Male Students Achieved Higher Scores than Female Students on Test I

The male students achieved higher scores than their female counterparts in Accurate Observation (1.1 greater), Making Substantive Observation (1.1 greater), Asking Questions (1.0 greater), Showing Awareness of Structure (0.6 greater), Differentiating the Steps of Inductive Bible Study (0.4 greater) and Basing Interpretation on Evidence (0.4 greater).

#### 2. Areas in Which Female Students Achieved Higher Scores Than Their Male Counterparts

The female students achieved higher scores than their male counterparts in Making Valid Application (1.0 greater) and Discerning Major Emphases (0.4 greater). The supportive data is found in chart 4-z on page 153.

#### H. A COMPARISON OF THE AVERAGE SCORE FOR ALL MALE STUDENTS IN TEST II WITH THE AVERAGE SCORE OF ALL FEMALE STUDENTS IN TEST II

The data indicate that at the end of the course of study the female students demonstrated a greater ability to interpret Scripture than their counterparts. This was by two tenths of a point which is 7.69%.



### 1. Areas in Which the Achievement of Female Students Surpasses That of the Male Students

There are six areas in which the female students demonstrated a greater ability to interpret Scripture than their counterparts. They demonstrated greater ability in Discerning Major Emphases (1.4 greater), Making Valid Application (1.0 greater), Observing Accurately (0.7 greater), Showing Awareness of Context (0.5 greater), Making Substantive Observations (0.4 greater) and Differentiating Steps of Inductive Bible Study (0.3 greater).

### 2. Areas in Which the Achievement of Male and Female Students were the Same

The male and female students achieved at the same level in Basing Interpretation on Evidence.

### 3. Areas in Which the Male Students Achieved a Level Which was Higher Than That of the Female Students

The male students achieved a higher level than the female students in Making Valid Application (1.6 greater) and Discerning Major Emphases (1.4 greater). The supportive data for this section is found in chart 4-aa, page 154.

## I. A COMPARISON OF TEST I SCORES OF THE PERSONS WHO HAD A DOCTORAL DEGREE WITH TEST I SCORES OF THE PERSONS WHO HAD A HIGH SCHOOL DIPLOMA ONLY

### 1. The Data

#### a. The Students With Doctoral Degrees

At the beginning of this research, students with a

doctoral degree demonstrate three general levels of skill reflected in these nine areas. These two students demonstrated the greatest skill in the ability to interpret Scripture in Making Substantive Observations (a grade of 2.0).

The average scores indicate that more moderate skills, (a grade of 1.5), were demonstrated in the ability to interpret Scripture in Differentiating Steps of Inductive Bible Study, Accurate Observations, Discerning Major Emphases and Making Valid Applications.

The lowest level of skills, (a grade of 1.0), was demonstrated in Showing Awareness of Context, Showing Awareness of Structure and Basing Interpretation on Evidence. See chart 4-bb, page 154, for supportive data.

## 2. Students with a High School Diploma Only

In this educational level, there are also three levels of skill reflected in the nine categories:

The greatest skill in the interpretation of Scripture, (a grade of 1.5), was achieved in Discerning Major Emphases.

The average skill in interpreting the Scripture, (a grade of 1.25), was achieved in Accurate Observations.

The lowest skill in the interpretation of Scripture, (a grade of 1.0), was achieved in Differentiating Steps of Inductive Bible Study, Showing Awareness of Context, Showing Awareness of Structure, Making Substantive Observations, Asking Questions, Basing Interpretation on Evidence and

Making Valid Application. Chart 4-cc page 154, contains the data which support these findings.

### 3. A Comparison of the Data Provided by Both Groups

a. A Comparison of Overall Test I Scores of Students with a Doctoral Degree with Overall Test I Scores of Students with High School Diplomas Only.

In total scores, those who had a Doctoral degree achieved in test I a level of 22% higher than those with only a high school diploma. This might be expected.

On Test I, those with a Doctoral degree achieved a higher level than those with a high school diploma in Making Substantive Observations (0.75 greater), Differentiating Steps of Inductive Bible Study ( 0.5 greater), Asking Questions (0.5 greater) Making Valid Application (0.5 greater) and Observes Accurately (0.25 greater).

b. There are four areas in which the demonstrated skills of the two groups were equal.

In Showing Awareness of Context, both groups achieved a score of 1.0. Both groups achieved the same score, 1.0, in Showing Awareness of Structure. In Basing Interpretation on Evidence, both groups achieved a score of 1.0. In Discerning Major Emphasis, however, both groups achieved a score of 1.5.

### c. The Area in Which Each Group Was Strongest

The students who had Doctoral degrees were strongest, overall, in Making Substantive Observations. This was a score of 2.0 on a scale of 1 - 5 or 40%.

The students who had a High School diploma only were strongest, overall, in Discerning Major Emphases. This was a score of 1.5 on a scale of 1 - 5 or 30% .

This is an interesting observation because Discerning Major Emphases appears to be a somewhat more complex procedure than Making Substantive Observations.

It may be a bit surprising that persons with a high school diploma only are able, on the average, to use the Inductive Bible Study Method in any category, as well as persons who have a Doctoral degree. It might be more surprising that these students who have only a high school diploma are able, on the average, to achieve as well as the students with a Doctoral degree in four of the nine areas.

The above data indicates that in three of the areas both those with only a high school diploma and those who had a doctoral degree performed, on the average, at the lowest possible level.

d. Areas Where Both Groups, on the Average, Are Weakest

Both groups demonstrated their lowest level of ability to interpret Scripture in Showing Awareness of Context, Showing Awareness of Structure and Basing Interpretation on Evidence.

The students who had only a high school diploma demonstrated their lowest ability to interpret Scripture in Differentiating Steps of Inductive Bible Study, Showing Awareness of Context, Showing Awareness of Structure, Asking

Questions, Basing Interpretation on Evidence and Making Valid Application. In each of these areas they achieved a "1" on a scale of 1 - 5. This is, of course, the lowest possible score. See chart 4-dd , page 155, for the data which support these observations.

#### J. A COMPARISON OF TEST II OF THE PERSONS WHO HAD A DOCTORAL DEGREE WITH TEST II OF THE PERSONS WHO HAD A HIGH SCHOOL DIPLOMA ONLY

Test II is almost exactly the same as Test I, though the students did not know this until they began writing Test II. A comparison of the test scores of these two groups proves interesting.

##### 1. The Data

###### a. The Doctoral Students

There are four levels of achievement in the results of Test II of these students who had a doctoral degree. They demonstrated their greatest achievement in the interpretation of Scripture in Accurate Observations, Making Substantive Observations and Basing Interpretation on Evidence. In each of these areas, the level of achievement was 3.5. This is a score of 70%.

The second level of achievement was demonstrated in Differentiating Steps of Inductive Bible Study, Discerning Major Emphases and Making Valid Application. Their average score in these areas was 3.0 or 60%.

The third level of achievement was demonstrated in Showing Awareness of Structure. Their average score in this

area was 2.5 or 50%. In this area that was an increase from 1.0 or 20%.

The lowest level of achievement was demonstrated in Showing Awareness of Context and Asking Questions. Their average score in this area was 1.0. This is a decrease from 1.5 in Test I. The specific decline in score took place in Asking Questions. See chart 4-ee, page 155, for appropriate data.

b. Students with a High School Diploma Only

There are seven different levels of achievement demonstrated in the results of Test II among students who had a high school diploma only. The highest level of achievement was exhibited in Observing Accurately. The average score, in this area, was 3.25 on a scale of 1 - 5 with 5 being the highest possible score.

The second level of achievement was exhibited in Basing Interpretation on Evidence. Their average score in this area was 2.5.

The third level of achievement was exhibited in Differentiating Steps of Inductive Bible Study. Their average score in this area was 2.25.

The fourth level of achievement was exhibited in Making Substantive Observations and Discerning Major Emphases. The average score in this area was 1.75.

The fifth level of achievement was in Making Valid Application. The average score was 1.60.

The sixth level of achievement was in Showing Awareness

of Structure. Their average score in this area was 1.25.

The lowest level of achievement was in Showing Awareness of Context and Asking Questions. Their average score in this area is exactly the same as it was in Test I. This, of course, is the lowest possible score. See charts 4-ee and 4-ff on page 155 and 156 where the data is reported.

2. Overall Comparison of Average Scores in Test II of Students Who Had a Doctoral Degree with Test II Scores of Students Who Had a High School Diploma Only

a. Students With a Doctoral Degree

The average total score for the students with a doctoral degree was 12.5. The average total score for these same two students for Test II was 24. This is a 48% improvement. See Chart 4-dd and 4-ee, page 155 for this data.

b. Students With a High School Diploma Only

The average total score of the students with a high school diploma on Test I was 9.75. The average total score for the same students on Test II was 16.25. This is an increase of 40%.

3. The Areas Where Students With a Doctoral Degree Were Strongest

The students with doctoral degrees achieved their highest scores in Observing Accurately, Making Substantive Observations and Basing Interpretation on Evidence. In these areas, the students achieved an average of 3.5 on a

scale of 1 - 5. On Test I, Observes Accurately had a score of 1.5. This is a 57.14% improvement. On Test I, these students exhibited their strongest ability to interpret Scripture in the area of Making Substantive Observations with a score of 2.0. In Test II the score was 3.5. This is an increase of 42.86%. The demonstrated skill, in Test I, for Basing Interpretation on Evidence was 1.0. In Test II the score was 3.5. This is an increase of 71.43%.

#### 4. The Areas in Which the Students With a High School Diploma Only Were Strongest

The students with a High School diploma only demonstrated their highest ability to interpret Scripture in Observing Accurately (a score of 3.5), Basing Interpretation on Evidence (a score of 2.5) and Differentiating the Steps of Inductive Bible Study (a score of 2.25).

In Test I this group scored highest in Discerning Major Emphases (a score of 1.5). This is a grade of 30%. The highest average score for this group in Test II was 3.25 or 65%.

#### 5. Areas Where the Average Score of Students With a Doctoral Degree Equals That of the Students With a High School Diploma Only

The average scores of students with a Doctoral degree were equal to the scores of students with only a high school diploma in Showing Awareness of Context (a score of 1.0) and Asking Questions (a score of 1.0). These two areas happen to be the only areas in which both groups achieved the



lowest possible score.

K. A COMPARISON OF SCORES OBTAINED ON TEST I BY STUDENTS WITH DOCTORAL DEGREES AND THOSE OF STUDENTS WITH BACHELOR'S AND MASTER'S DEGREES

1. The Data

a. The Students with a Doctoral Degree

Chart 4-gg, page 156, indicates that students with a Doctoral degree came into the study with an overall average score of 1.38 or 27.6%. Their highest level of skill was demonstrated in Making Substantive Observations.

b. The Students With a Bachelor's or Master's Degree

The highest level of skill, in this group, was demonstrated in the area of Observes Accurately (2.8). Conversely, the lowest level of skill was demonstrated in the area Showing Awareness of Structure (1.4). It should be observed that in no area did the group receive an average score of 1.0, the lowest possible score. See chart 4-hh, page 157, for the supportive data.

2. A Comparison of the Data

a. A Comparison of Average Scores in Test I

The average score of the students with a doctoral degree was 1.38. The average score of the students with a Bachelor's or Master's degree was 1.91. On Test I, the average scores of the students with Bachelor's or Master's degrees was 27.75% higher than the scores of the students with Doctoral degrees. See chart 4-ii, page 157, for appropriate data.

### b. A Comparison of Specific Areas

The data above indicates that on Test I, the students with a Bachelor's or Master's degree scored higher than the students with a Doctoral degree by 27.75%. In some instances the scores were only slightly higher, but the scores of the students with Bachelor's or Master's degrees were higher than the scores of students with a Doctoral degree in every area.

### c. An Overview of the Levels of Ability to Interpret Scripture Demonstrated by Students Who had a Doctoral Degree

According to the above data, the students who had a doctoral degree demonstrated three distinct levels of ability to interpret Scripture. The highest level of ability, a score of 2.0, was achieved in Making Substantive Observations. The middle level of ability to interpret Scripture, a score of 1.5, was achieved in Differentiating Steps of Inductive Bible Study, Observing Accurately, Asking Questions, Discerning Major Emphases and Making Valid Application. The lowest level of ability to interpret Scripture, a score of 1.0, was achieved in Showing Awareness of Context, Showing Awareness of Structure and Basing Interpretation on Evidence.

### d. An Overview of the Levels of Ability to Interpret Scripture Demonstrated by Students With a Bachelor's or Master's Degree

The highest level of ability was exhibited in Observing Accurately (a score of 2.8). The second level of ability

was demonstrate in Differentiating the Steps of Inductive Bible Study with a score of 2.2. The third level of ability was exhibited in Making Substantive Observations and Discerning Major Emphases with a score of 2.1. The next level of ability was demonstrated in Showing Awareness of Context and Basing Interpretation on Evidence. The score, in both instances, was 1.7. The next level of ability to interpret Scripture was exhibited in Asking Questions and Making Valid Applications. The score in this level was 1.6. The lowest level of ability to interpret Scripture was exhibited in Showing Awareness of Context. The score for this level was 1.4.

L. A COMPARISON OF TEST II SCORES OF THE STUDENTS WHO HAD A DOCTORAL DEGREE WITH THE TEST II SCORES OF THE STUDENTS WHO HAD A BACHELOR'S OR MASTER'S DEGREE

1. The Data

a. The Students With a Doctoral Degree

The data in chart 4-jj, page 158, indicates that the overall average score for these students was 2.6. This represents an improvement of 46.15% over Test I.

b. The Students with a Bachelor's or Master's Degree

Chart 4-kk, page 158, indicates that the overall skill demonstrated by this group was 3.0 on Test II while it was 1.91 on Test I. This represents an increased skill of 36.34%.

## 2. A Comparison of the Data Provided by Both Groups

### a. A Comparison of Overall Averages of Both Groups in Test II

The students who had a Bachelor's or Master's degree demonstrated a 13.34% greater ability to interpret Scripture, in Test II, than those who have a doctoral degree.

### b. The Areas in Which the Work, on Test II, Done By Students With a Doctoral Degree Was Greater Than That Done by Students With a Bachelor's or Master's Degree

In Test II, the students with a Doctoral degree did work which was greater than that which was done by students with a Bachelor's or Master's degree in Basing Interpretation on Evidence (0.6 greater), Discerning Major Emphases (0.6 greater), Making Valid Application (0.6 greater) and Making Substantive Observation (0.2 greater).

### c. The Areas in Which the Work Done by Students With a Bachelor's or Master's Degree was Greater Than That Done by Students with a Doctoral Degree

The areas in which the work, on Test II, done by students with a Bachelor's or Master's degree was greater than that which was done by students who have a Doctoral degree was Showing Awareness of Context (1.7 greater), Asking Questions (1.6 greater), Showing Awareness of Structure (0.5 greater), Observes Accurately (0.5 greater) and Differentiating the Steps of Inductive Bible study (0.4

greater). See chart 4-11, page 159, for appropriate data.

M. A COMPARISON OF THE AVERAGE SCORE OF TEST I OF PERSONS WHO HAD A DOCTORAL DEGREE WITH THE AVERAGE SCORE OF TEST II OF PERSONS WHO HAD A HIGH SCHOOL DIPLOMA ONLY

1. A Comparison of the Average Total Scores

The data above indicates that the average total score, for Test II, for the students who had only a high school diploma was 23.34% greater than the average total score of the students who had a Doctoral degree for Test I.

The average number of years these groups have been participating in the life of the church is not drastically different. Those who had a Doctoral degree had participated in the church for an average of 36.5 years. The students who only had a high school diploma had participated in the church for an average of 33 years. Nevertheless, the students with only a high school diploma showed a greater ability to interpret Scripture at the end of this training than the students who had a Doctoral degree had at the beginning.

At the end of the training, the students who had a high school diploma only demonstrated a greater ability to interpret Scripture in Observing Accurately (1.75 greater), Basing Interpretation on Evidence (1.5 greater), Differentiating the Steps of Inductive Bible Study (0.75 greater), showing Awareness of Context (0.25 greater) and Discerning Major Emphases (0.25 greater).

The average score, in these five areas, for the

students with a Doctoral degree was 1.3. The average score, in these five areas, for the students who had only a high school diploma, was 2.2. This represents a 41% higher score.

2. A Comparison of the Areas in Which the Average Score of Students With a Doctoral Degree, in Test I, are Equal to the Average Score of the Students With a High School Diploma Only in Test II

At the end of Test II, the students who had a high school diploma only had achieved the same score as those who had Doctoral degrees after Test I in Showing Awareness of Context (a grade of 1.0), and Making Valid Application (a grade of 1.5).

3. A Comparison of the areas Where the Average Scores, on Test I, of the Students Who Had a Doctoral Degree, Surpassed the Average Scores, on Test II, of the Students Who Had a High School Diploma Only

On Test I, the average score of the students who had a doctoral degree on Making Substantive Observations was 2.0 while at the end of Test II, the score of the students with a high school diploma was 1.75 in this area. The score, after Test I, for the students who had a doctoral degree, was 12.5% greater than the score for the students who had only a high school diploma following Test II. The score, after Test I, for the students who had Doctoral degrees, was 33.4% greater than the score, on Test II, for the students who had only a high school diploma. See chart 4-mm,

page 159, for substantiating data.

#### N. COMPARISON OF SCORES BY DIFFERENT AGE CATEGORIES

##### 1. Comparison of Average Scores Obtained on Tests I and II by the Students 31 - 40 Years of Age

This represents a 30.84 average percentage of change in this age group. An improvement in skill was demonstrated in eight of the nine categories. Only in category "B" - (Show Awareness of Context) was the demonstrated skill unchanged. The areas of greatest change were Making Valid Application (I) and Differentiating the Steps of Inductive Bible Study (A). The substantiating data are found in chart 4-nn on page 159.

##### 2. Comparison of Average Scores Obtained on Tests I and II by Students 41 - 50 Years of Age

During the course of this study, this age group improved their overall skill to interpret Scripture by 42.31%. A perusal of chart 4-nn, page 159, indicates that the group improved their skills in each of the nine categories.

##### 3. Comparison of Average Scores Obtained on Tests I and II by Students 51 - 60 Years of Age

There is an average improvement, for this age group, of 40.81% over the scores from Test I. Chart 4-oo, page 160, indicates that there was an improvement of skill in each of the nine categories. The greatest percentage of improvement was in the areas of Showing Awareness of Structure (C) and Basing Interpretation on Evidence (G).

#### 4. Comparison of Average Scores Obtained on Tests I and II by Students 61 - 70 Years of Age

There is an average improvement of interpretive skills of 38.20% between Test I and Test II. There are five categories in which there was improvement, while four remained unchanged. No decline in interpretive skill was noted. The areas of greatest improvement are Accurate Observation (75% improvement) and Basing Interpretation on Evidence (66.6% improvement) See chart 4-pp, page 160, for supportive data.

#### 5. Comparison of Average Scores on Test I of Students Aged 31 - 40 with Those of Students Aged 41 - 50

The average score of the students aged 31 - 40 surpasses that of the students aged 41 - 50 in each of the nine categories. The overall average score of students aged 31-40 surpassed that of the students aged 41-50 by 45.95%. Study chart 4-qq, page 160, where this data is reported.

#### 6. Comparison of Average Scores on Test I of Students Aged 31 - 40 with Those of Students Aged 51 - 60

The average score of the students aged 31 - 40 surpasses that of the students aged 51 - 60 by 27.48%. You will note above that the students aged 31 - 40 surpassed the students aged 51 - 60 in all areas except Discerning Major Emphases (H) and Making Valid Application (I). See supportive data in chart 4-rr on page 161.



7. Comparison of Average Scores on Test I of Students Aged 31 - 40 with Those of Students Aged 61 - 70

The scores of the group aged 31 - 40 surpassed the scores of the group aged 61 - 70 by 35.14%. Again, the 31 - 40 age group surpassed the 61 - 70 age group in every category except Discerning Major Emphases (H) and Making Valid Application (I). For supportive data, see chart 4-ss, page 161.

8. Comparison of the Average Scores on Test I of Students Aged 41 - 50 with Those of Students Aged 51 - 60

The scores of students aged 51 - 60 surpassed the scores of the students 41 - 50 by 25.47%. The 51 - 60 age group surpassed the work of the 41 - 50 age group in Showing Awareness of Structure (G) and Basing Interpretation on Evidence (G). In both instances the scores were very low. See chart 4-tt, page 161, for confirming data.

9. Comparison of Average Scores on Test I of Students Aged 41 - 50 with Those of Students Aged 61 - 70

The scores of the 61 - 70 age group surpassed the scores of the 41 - 50 age group by 16.67%. The 61 - 70 age group surpassed the 41 - 50 age group in Differentiating Steps of Inductive Bible Study (A), Making Substantive Observation (E), Discerning Major Emphases (H) and Making Valid Application (I).

The scores between the two age groups were equal in Showing Awareness of Context (B), Showing Awareness of Structure (C), Asking Questions (F) and Basing

Interpretation on Evidence (G). The 41 - 50 age group surpassed the 61 - 70 age group in Observes Accurately (D) only. Substantiating data is found in chart 4-uu, page 161.

#### 10. Comparison of Average Scores on Test I of Students Aged 51 - 60 with Those of Students Aged 61 - 70

The scores for the 51 - 60 age group exceeded the scores for the 61 - 70 age group by 10.56%. The scores for the 51 - 60 age group surpassed the scores for the 61 - 70 age group in Showing Awareness of Context (B), Accurate Observation (D), Asking Question (F) and Making Valid Application (I). The scores for the 51 - 60 age group and the 61 - 70 age group were equal in Showing Awareness of Structure (C) and Basing Interpretation on Evidence (G). The scores of the 61 - 70 age group exceeded the scores of the 51 - 60 age group in Differentiating Steps of Inductive Bible Study (A), Making Substantive Observation (E) and Making Valid Application (I). The substantiating data for this area is found in chart 4-vv, page 162.

#### 11. Comparison of Total Average Scores of all Age Groups on Test I

Chart 4-ww, page 162, ranked the age groups according to the average scores rather than by the age of the students. There were really two groups at the beginning of the study:

- a. Students aged 31 - 40 - score 2.22 or 44.4%
- b. The balance of the class

(1) Students aged 51 - 60 - score 1.61 or 32.2%

(2) Students aged 61 - 70 - score 1.44 or 28.8%

(3) Students aged 41 - 50 - score 1.20 or 24%

The comparison identifies some significant information. The youngest group had the highest score coming into the study. With one exception, (age 41 - 50), the scores decline as the age of the students increases.

12. Comparison of Average Scores Obtained on Test II by the Students Aged 31 - 40 with Those of Students Aged 41 - 50

The average scores of the 31 - 40 age group exceeded the average scores of the 42 - 50 age group in all nine areas. The scores of the students aged 31 - 40 exceeded the scores of the students aged 41 - 50 by an average of 35.21%. See chart 4-xx, page 163, for confirming data.

13. Comparison of Average Scores on Test II of Students Aged 31 - 40 with Those of Students Aged 61 - 70

The average scores of the students in the 31 - 40 age group exceeded the average scores of the student in the 61 - 70 age group by 27.42%. The average scores of the students in the 31 - 40 age group exceeded the average scores of the student in the 61 - 70 age group in Differentiating the Steps of Inductive Bible Study (A), Showing Awareness of Context (B), Showing Awareness of Structure (C), Making Substantive Observation (E) and Asking Questions (F).

The average scores of the 31 - 40 age group were equaled by

the average scores of the 61 - 70 age group in Accurate Observation (D). The average scores of the 31 - 40 age group were exceeded by the average scores of the 61 - 70 age group in Basing Interpretation on Evidence (G), Discerning Major Emphases (H) and Making Valid Application (I). See chart 4-yy, page 163, for pertinent data.

14. Comparison of the Average Scores on Test II of Students Aged 41 - 50 with Those of Students Aged 51 - 60

The average score of the students in the 51 - 60 age group exceeded the average score of the 41 - 50 age group by 23.53%. The average score of the students in the 51 - 60 age group exceeded the average score of the students in 41 - 50 age group in each area except Basing Interpretation on Evidence (G). Chart 4-zz, page 163, contains the substantiating evidence.

15. Comparison of the Average Scores on Test II of Students Aged 41 - 50 with Those of Students Aged 61 - 70

The average score of the student aged 61 - 70 exceeded the average score of the students aged 41 - 50 by 10.73%. The average score of the student aged 61 - 70 exceeded the average scores of the students in the 41 - 50 age group in Differentiating the Steps of Inductive Bible Study (A), Accurate Observation (D), Making Substantive Observations (E), Basing Interpretation on Evidence (G), Discerning Major Emphases (H) and Making Valid Applications (I). The average scores of the 41 - 50 age group exceeded the average scores of the student aged 61 - 70 in Showing Awareness of Context

(B), Showing awareness of Structure (C) and Asking Questions (F). The substantiating evidence is found in chart 4-aaa on page 163.

16. Comparison of Average Scores on Test II of Students Aged 51 - 60 with Those of Students Aged 61 - 70.

The average score of the students aged 51 - 60 exceeded the average score of the student aged 61 - 70 by 14.34%. The average score of the students aged 51 - 60 exceeded the average score of the student aged 61 - 70 in Showing Awareness of Context (B), Showing Awareness of Structure (C), Asking Questions (F) and Making Valid Application (I). The average scores of the students aged 51 - 60 were exceeded by the average score of the student aged 61 - 70 in Accurate Observation (D), Making Substantive Observation (E) and Basing Interpretation on Evidence (G). The average scores of the two groups were equal in Differentiating Steps of Inductive Bible Study (A) and Discerning Major Emphases (H). The 61 - 70 aged group had three categories where no improvement in skill was demonstrated. This was not true for the 51 - 60 aged group. Chart 4-bbb, page 164, contains the corroborating evidence.

17. Comparison of Total Average Scores of All Age Groups on Test II

It should be noted that the average scores place the age groups in a different order after Test II than they were after Test I. Again there are two groups in the class. The students aged 31 - 40 and the balance of the class. Again

it should be noted that the groups are ranked by their scores rather than by their ages. The verifying information can be found in chart 4-ccc on page 164.

#### 18. Comparison of Percentage of Change For All Age Groups

When the scores of the age groups are ranked according to the percentage of change rather than by the age of the students, some interesting information becomes obvious. It should be noted that the age group that had the highest average score on Tests I and II had the lowest percentage of improvement in the Ability to Interpret Scripture following the study sessions. The students aged 41 - 50 had the lowest scores, but their percentage of change was higher than that of the other age groups. See chart 4-ddd, on page 164 for pertinent data.

#### O. A SUMMARY

Each student, with one exception, had a higher score after the study than he or she had had before the study began. This is what the research was attempting to demonstrate.

Each academic group showed demonstrable improvement in its ability to interpret Scripture. The group with the least academic experience was able to increase its ability to interpret Scripture to the place where the group with the most academic opportunity was at the beginning of the study.

**CHAPTER V**

**EVALUATION AND CONCLUSION**

CHAPTER FIVE  
EVALUATION AND CONCLUSION

A. THE EVALUATION

1. A General Evaluation of the Comparison of Scores  
from Tests I and II

This research experience was conducted with a cross section of Christian people. The sampling is small, but the representation is good. Dr. David Thompson, summarizing his evaluation of the work done by the class on Tests I and II, wrote,

"Finally, let me say that I felt ... the students made commendable progress in their work, some outstanding progress. "Weak" and "Strong" are relative terms. Should the persons involved in the project be informed of the evaluation, ... (they) should know they have done quite well." 50

There was improvement in all but one instance. The improvement, in most cases, was above 30%. Several of these students were not certain that they could do the work that would be required of them. The class has demonstrated that it can learn to do Inductive Bible Study and do it quite well.

Eleven of the thirteen students had a score, on Test I, of less than 2.0 on a scale of one through five with five being the highest possible score. This is low for a class

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50. Letter from Dr. David L. Thompson of Asbury Theological Seminary faculty.



that in most instances has participated regularly in the teaching and worship of the church for over twenty years.

The highest score on Test I was achieved by a seminary graduate. The highest score on Test II, however, was achieved by a lay-person who scored near the bottom of the list on Test I. An average score of four on a scale of one to five is excellent work. This person also registered the highest degree of improvement between Test I and Test II.

Among those whose scores increased, the lowest increase was experienced by the person who had the highest average score on Test I. It is not surprising that there was less improvement when this person started out with considerably more skills than others had developed by the end of the study sessions.

There is an interesting phenomenon in this study. Only two students received a score of 2.0 or better on Test I. One of these finished the course of study with a score six percent lower than had been received on Test I. It should be noted, however, that this student began with a higher score than others received after the study sessions were complete. This phenomenon does not negate the discoveries in the rest of the data. The other twelve students experienced between five and seventy percent improvement in their ability to interpret Scripture as a result of this endeavor.

2. An Evaluation of the Ability to Interpret Scripture Among Students with Similar and Dissimilar Educational Backgrounds

Persons with a variety of literary skills can be taught to do Inductive Bible Study. One's educational opportunities can provide definite benefits in learning. It is not being suggested, however, that academic achievement is uniquely responsible for the level of interpretive skill one may attain. Academic success can be a factor, but the degree of interpretive skill is not directly proportional to one's educational achievement.

The scores of the individual groups do not precisely reflect their level of educational opportunity. In both Tests I and II, a student with a Bachelor's or Master's degree received the highest average score. One student, who received a Master's degree with honors, completed Test II with a lower score than had been received on Test I. On the other hand a student with a Bachelor's degree received the highest final grade of all the students in the class.

Though the students with the Bachelor's or Master's degrees received the highest average scores on both tests, they demonstrated the lowest level of improvement.

Students with a high school diploma only, had the least academic expertise, but improved their interpretive skills substantially more than those who had a Bachelor's or Master's degree. It is clear that students in each educational category can make significant improvements in their interpretive skills.

These data suggest that literate persons can be taught to do inductive Bible study. The laity, though not trained

as an ordained minister, can still learn to interpret the Scriptures for themselves. The "native church" in what is sometimes referred to as "the mission fields" can become indigenous in terms of interpretation as well as administration and professional ministry.

The intense use of Inductive Bible study does not need to be left to the care of persons who are seminary trained, but can be successfully accomplished by lay persons representing a variety of academic backgrounds. This does not diminish the value or need for seminary training. It rather enhances this training by establishing new and different levels of ministry for those who have the benefit of seminary training.

### 3. An Evaluation of the Ability to Interpret Scripture Among Students of Different Sex

The data indicate that from both a general and specific point of view, the accomplishments of male and female students in this class differ significantly. A brief summary may prove helpful here.

#### a. Average Scores According To Gender

The data indicate that to some extent sex is a factor in the learning process. It does not suggest that sex is the single, determining factor which accounts for the way and degree to which one learns.

On the average, the male students received a 22.28 percent higher score on Test I than the female students. It is equally evident that on the average, the female students

received a 9.77% higher score on Test II than the male students.

Looking at specifics, there are some pieces of information which are also interesting.

(1) Students with a High School Diploma Only

In this group, the male students received a 5.41% higher score than the female students on Test I. This agrees with the general findings. Test II is different. The male students received a 30.56 percent higher score than the female students. The female students improved 47.50% in Test II over Test I. The male students improved 61.47% on Test II over Test I.

b. Students with a Bachelor's or Master's Degree

On the average, the male students, in Test I, received a 50 higher score than their female counterparts. On Test II, the male students received a 17.86% higher score than the female students. There is a significant difference in the amount of change between the two groups. The scores for the female students show a 47.50% increase over Test I. The scores for the male students reflect a 6.67% lower grade than on Test I.

c. Students With a Doctoral Degree

Because there is only one male and one female student in this group, the category has been omitted from comparatives based upon the gender of the student.

In Test I the male students, with high school diploma only and Bachelor's or Master's degrees, received a 37.96%

higher score than their female counterparts. In Test II, the male students, with high school diploma only and those with Bachelor's or Master's degrees, received a 24.30% higher score than their female counterparts. The results of Test II show a substantial change in the amount variance between the two groups.

This provides data which are helpful as one approaches the task of teaching lay-persons to do Inductive Bible study. Female students, in general, may come to the study with somewhat lower skills than their male counterparts. This should indicate a direction one must take in presenting Inductive Bible study to the class. One must always keep in mind that the female students tend to improve their skills at a higher rate than their male counterparts. This should have an impact on how these skills are developed and used within the church.

#### 4. An Evaluation of the Ability to Interpret Scripture Among Students of Different Age Groups

Age is an important, contributing factor in the learning process, but it is not solely responsible for the outcome of the learning experience. A brief summary may be helpful here.

##### Average Test Scores of Students from Different Age Groups:

There are two groups, in terms of the development of skills, ie., those aged 31 - 40 in one group and all other age categories in the other group. The group aged 31 - 40

developed interpretive skills at a level substantially higher than all other groups put together. They were the only group with an average score above 2.0 on Test I. It is the only group with an average score above 3.0 on Test II.

The younger adults have the highest score in both the Tests that were given. In many churches, however, the in-depth Bible study is offered to the older students. Within this study, age is not a detriment to learning to do Inductive Bible study. It appears that people who can read can be taught to use this method.

#### B. THE CONCLUSION

"People from all walks of life can be guided to strengthen their ability to interpret the Scripture."

The class for this research was made up of people from many walks of life. The group contained a balance of people from four different age groups: three people 31 - 40 years of age; five people 41 - 50 years of age; four people 51 - 60 years of age and one person 61 - 70 years of age.

This group of thirteen people was composed of eight women and five men.

There was educational balance as well. There were two men and two women who have a high school diploma only. There were four women and three men who had either a Bachelor's or Master's degree. There was also one man and one woman who had received a Doctor's degree.

The vocational diversity is also extensive. There were two artists, three were involved in the medical field, one

involved in management, one an engineering supervisor, two were ministers and one a secretary.

This group demonstrated that "People from all walks of life can be guided to strengthen their ability to interpret the Scripture." At the end of this research course, the participants had improved their ability to interpret Scripture by an average of 38%.

2. A conclusion concerning the question in the statement of the problem, "How can lay-persons and ministers within the context of the local church measurably increase their ability to interpret Bible?"

There are a number of ways lay-persons and clergy can, within the local church, increase their ability to interpret the Bible. There are a number of Bible study methods which can be helpful toward this end.

This research sought to demonstrate that Inductive Bible study is an effective way to enable people to discover for themselves the message of Scripture. This can be done through a study of Inductive Method. The learning from this experience can be strengthened through practicing the use of these skills in a study of a Biblical book. The gains are further maintained by an ongoing study involving inductive method. These gains are increased by regularly bringing other members of the congregation into such a study. The skills learned are further solidified as some are trained to teach others. These last two steps will be attempted soon.

The process of sharing and developing these skills within the congregation has begun. The increase in the ability to interpret Scripture is very good. It is not spectacular. It has been clearly demonstrated that this program is effective in strengthening the ability of both clergy and the laity to interpret the Bible. That task has been accomplished.

3. A conclusion concerning this assertion in the Statement of the Problem, "Through Inductive Bible Study, lay-persons can be taught to interpret the Bible at greater depth and accuracy than previously possible."

a. Four Steps Are required to verify this assertion:

(1). Determine the Interpretive Skills of the Class Members as They Begin the Research Experience

This can be done by requesting the class to interpret a passage of Scripture. It should be a passage not often used for sermons or studies. It should be a passage with which the students can demonstrate their interpretive skills quite extensively. It should not be complicated, theologically, from their perspective.

(2). Determine the Interpretive Skills of the Class Members as They Conclude Their Study

This was accomplished by asking them to interpret, again, the same passage they had interpreted at the beginning of the study.

The results, according to the evaluations prepared by Dr. David Thompson, demonstrate that the ability of each



group to interpret Scripture was substantially improved at the completion of the course over what they were at the beginning. With one exception, every individual demonstrated significant improvement in the ability to interpret Scripture over their demonstrated ability at the beginning of the study.

(3). Compare the Evaluations of the Two Tests

The evaluations of the results obtained in this study were done by Dr. David Thompson of the Asbury Theological Seminary faculty. His report was the basis upon which the comparisons in this report were carried out. The comparisons, as noted in the previous chapters, demonstrate that in all but one instance the ability to interpret Scripture was increased conclusively.

(4). Demonstrate the Results

Each of these steps has been accomplished and carefully documented in this report. The analysis of the results clearly supports the idea that the program achieved its goal.

b. The Conclusion

It is the conclusion of this study that both lay persons and clergy can be taught to interpret the Bible at a level well beyond their previous capability.

T H E  
B I B L I O G R A P H Y

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I Corinthians 14:34

John 1:48

Hebrews 3:1,2

Hebrews 13:3



## BIBLE KNOWLEDGE QUIZ

1. Name one thing for which you remember each of the following persons:

- a. Abram
- b. Jacob
- c. Esau
- d. Gideon
- e. Joshua
- f. Barnabas
- g. Stephen
- h. Aquila
- i. Mark
- j. Matthias

2. Esau had a brother named \_\_\_\_\_.

3. \_\_\_\_\_ sent 9,700 soldiers home because his army was too large.

4. There are \_\_\_\_\_ books in the Bible.

5. The mother of John the Baptist was \_\_\_\_\_.

6. The brother of Martha and Mary was \_\_\_\_\_.

7. \_\_\_\_\_ saw a vision of food being let down from heaven in a sheet.

8. Jesus grew up in the village of \_\_\_\_\_.

9. The oldest man in the Bible was \_\_\_\_\_.

10. Joseph had \_\_\_\_\_ brothers.

11. The first king of Israel was \_\_\_\_\_.

I HAVE ATTENDED SUNDAY SCHOOL \_\_\_\_\_ YEARS.

## APPENDIX - 3

CHART 3 a. A Summary of the Results of a Test on Knowledge of the Bible Taken by a United Methodist Men's Group

Years Sunday School attended.	Correct	Incorrect
56	12	8
15	4	16
35	8	12
50	7	13
55	8	12
20	13	7
10	7	13
3	1	19
75	20	0
9	2	18
3	2	18
9	1	19
340 Total Years Attended	85	155
28.33 Years Average	35.42%	64.58%

Chart 3 b. A Summary of the Results of a Test on Knowledge of the Bible Taken by a Mixed Group Bible Study

Years Sunday School Attended	Correct	Incorrect
40	10	10
no answer	8	12
10	4	16
30	10	10
13	3	17
no answer	12	8
no answer	14	6
10	6	14
103 Total Years Attended	67	93
20.6 Average Years Attendance	41.87%	58.13%

Chart 3 c. The Age of United Methodist Ministers Who Answered the Questionnaire

Age	Number Of Responses	Age	Number Of Responses
20-30	20	50-60	90
30-40	85	60 and older	52
40-50	68	The average age is 46.41 years.	

Chart 3d. The Geographical Location of United Methodist Ministers Who Answered the Questionnaire

Inner city - 24	Town - - - 66
Suburban - 76	Country - - 84
City - 65	( 315 answered the question.)



Chart 3e. The Size of the Churches Served by United Methodist Ministers Who Answered the Questionnaire

0 - 100 members - 81	700 - 799 members - 7
101 - 200 members - 67	800 - 899 members - 6
300 - 399 members - 38	900 - 999 members - 11
400 - 499 members - 22	1000-1199 members - 6
500 - 599 members - 28	1200 or more members - 30
600 - 699 members - 16	
312 Ministers Answered This Question.	

CHART 3 f. The Educational Experience of the United Methodist Ministers Who Responded to the Questionnaire

High School graduate - 8	Seminary graduate - 249
College graduate - - 15	Doctoral degree - - 44
There were 316 respondents who answered this question.	

CHART 3 g. The Year of Graduation of the United Methodist Ministers Who Responded to the Questionnaire

Year Graduated	Number Of Responses	Percent Of Total Responses
1985 - 1987	24	8.0%
1980 - 1984	63	21.1%
1975 - 1979	46	15.4%
1970 - 1974	45	15.1%
1965 - 1969	25	8.3%
1960 - 1964	35	11.7%
1955 - 1959	24	8.0%
1951 - 1954	19	6.3%
1941 - 1950	14	4.7%
Prior to 1940	3	1.0%
298 Ministers Responded To This Question.		

CHART 3 h. The Language Training of United Methodist Ministers Who Responded to the Questionnaire

316 Ministers Responded To This Question.
Those who studied Greek - 166 - 52.53% They studied an average of 2.25 years of Greek.
Those who studied Hebrew - 43 - 13.61% They studied an average of 1.88 years of Hebrew.
For those who studied languages, it was 20.38 years ago.

CHART 3 i. The Use of Greek/Hebrew in Sermon Preparation by United Methodist Ministers Who Responded to the Questionnaire

Age	Always	Usually	Sometimes	Never	Total Responses
20/30 %	3 15.00%	1 5.00%	16 88.00%	0 0.00%	20 6.41%
30/40 %	4 4.71%	8 9.41%	56 65.88%	17 20.00%	85 27.24%
40/50 %	2 2.94%	6 8.82%	41 60.29%	19 27.94%	68 21.79%
50/60 %	3 3.37%	7 7.87%	48 53.93%	31 34.83%	89 14.54%
60/up %	0 0.00%	3 12.5%	26 13.83%	21 23.86%	50 16.02%
total	12	24	188	88	312

CHART 3 j. The Use of Greek/Hebrew Words in Sermons by United Methodist Ministers Who Responded to the Questionnaire

Age	Always	Usually	Sometimes	Never	Response
20/30 %	0 0.00%	2 10.00%	17 85.00%	1 5.00 %	20
30/40 %	0 0.00%	4 4.71%	69 81.18%	12 14.12%	85
40/50 %	0 0.00%	2 2.94%	47 69.12%	19 27.94%	68
50/60 %	0 0.00%	6 6.82%	64 72.73%	18 20.45%	88
60/up %	0 0.00%	0 0.00%	36 70.59%	15 29.41%	51
total %	0 0.00%	14 4.47%	234 74.76%	65 20.77%	313

CHART 3 k. United Methodist Ministers, who Responded to the Questionnaire, Who Teach Bible in the Church

Age	Regularly	Sometimes	Never	Total Response
20/30 %	9 45.00%	10 50.00%	1 5.00%	20
30/40 %	48 56.47%	31 36.47%	6 7.06%	85
40/50 %	36 52.94%	31 45.59%	1 1.47%	68
50/60 %	35 39.33%	53 59.55%	1 1.12%	89
60/up %	12 23.53%	34 66.66%	5 9.80%	51
total %	140 44.72%	159 50.76%	14 4.72%	313

CHART 3 1. The Degree to which United Methodist Ministers, Who Responded to the Questionnaire, Use Greek/Hebrew in Bible Class Teaching

Age	Always	Usually	Sometimes	Never	Total Response
20/30 %	1 5.00%	5 25.00%	13 65.00%	1 5.00%	20
30/40 %	3 3.61%	7 8.43%	61 70.93%	12 14.46%	83
40/50 %	1 1.47%	11 16.18%	41 60.29%	15 22.06%	60
50/60 %	4 4.44%	7 7.77%	62 68.88%	17 18.88%	90
60/UP %	1 20.80%	9 18.75%	23 47.92%	15 31.25%	48
TOTAL %	10 3.24%	39 12.63%	200 64.72%	60 19.42%	309

CHART 3 m. A Comparison, According to Age Groups, of the Training Received by United Methodist Ministers Who Responded to the Questionnaire

Age Group	Studied Greek	Did Not Study Greek	Studied Hebrew	Did Not Study Hebrew	Number Responded
20/30	19 90.47%	2 9.52%			21
			4 21.05%	15 78.95%	19
31/40	45 54.21%	38 45.78%			83
			12 14.28%	72 85.71%	84
41/50	34 47.88%	37 52.11%			71
			13 18.31%	58 81.69%	71
51/60	40 45.45%	48 54.54%			88
			8 9.09%	80 90.98%	88
61 and over	23 45.09%	28 54.9%			51
			5 9.8%	46 90.2%	51

CHART 3 n. A Comparison of the Age of the of the Participants of the Research Class

Age Group	Number of Students.
20 - 30	0
31 - 40	3
41 - 50	5
51 - 60	4
61 - up	1

The average age of students in the class was 47.31 years.

CHART 3 o. A Comparison of the Gender of the Participants of the Research Class

Gender	Number of Students
Male	5
Female	8

CHART 3 p. A Comparison of the Kinds of Employment Represented within the Research Class

Kinds	Number
Management	2
Teaching	2
Ministry	2
Artists	2
Medicine	3
Clerical	1

CHART 3 q. A Comparison of the Educational Experience of the Participants in the Research Class

Level	Number
Diploma (g.e.d.)	1
High school	3
Bachelor's level	2
Master's level	5
Doctoral level	2

CHART 3 r. A Comparison of the Church Affiliation of the Students Participating in the Research Class

Denomination	Number
Lutheran	2
U. Methodist (other)	2
Ames U. Methodist	9

CHART 3 s. A Comparison of the Worship Experiences of the Participants of the Research Class

Those who attended	Those who did not
13	0

CHART 3 t. A Comparison of the Church School Experiences of the Participants of the Research Class

Those who attended	Those who did not
12	1

CHART 3u. A Comparison Of The Church Experience Among The Participants In The Research Class

Student	Number of years
1	50
2	27
3	35
4	10
5	35
6	50
7	56
8	25
9	25
10	25
11	44
12	23
13	45
Average Attendance 34.61 years	

CHART 3 v. A Comparison of the Regular Bible Study Group Involvement of Students of the Research Class

The Number Who Attend	2
The Number Who do not Attend	11

CHART 3 w. A Summary of the Results of Test I Taken by the Research Class

Student Numbers Categories	1	2	3	4	5	6	7	8	9	10	11	12	13
Differentiates Steps-Inductive Bible Study	2	1	1	2	2	5	1	2	1	2	2	1	1
Awareness of the Context	1	1	1	3	1	4	1	1	1	1	1	1	1
Awareness of the Structure	1	1	1	1	1	4	1	1	1	1	1	1	1
Observes Accurately	2	1	2	4	3	5	1	2	2	1	3	1	1
Makes Substantive Observation	2	1	1	3	2	5	1	1	2	2	1	1	1
Asks Questions	1	1	1	2	1	4	1	1	2	1	1	1	1
Bases Interpretation on Evidence	1	1	1	1	1	4	1	1	1	1	3	1	1
Discerns Major Emphasis	3	1	1	1	2	1	3	2	1	2	3	2	2
Makes Valid Application	3	1	1	1	2	1	1	2	1	2	1	1	1

CHART 3 x. The Total Scores for Test I in Each Category of Evaluation

Categories	1	2	3	4	5	6	7	8	9	Total
Total Scores	23	18	16	28	23	18	18	24	18	186



CHART 3 y. A Comparison of the Total Scores of the Individual Categories of Test I

Name	Number	Relative Rating
Observes Accurately	4	1
Discerns Major Emphasis Differentiates	8	2
Steps of Inductive Bible Study	1	3
Makes Substantive Observation	5	3
Shows Awareness of Context	2	4
Asks Questions	6	4
Bases Interpretation on Evidence	7	4
Makes Valid Application	9	4
Shows Awareness of Structure.	3	5

CHART 3 z. The Total Scores for Test II For Each Category of Evaluation

Student Numbers Categories	1	2	3	4	5	6	7	8	9	10	11	12	13
Differentiates Steps-Inductive Bible Study	3	2	1	2	3	5	5	2	3	3	4	3	3
Awareness of the Context	1	1	1	1	5	4	4	3	1	1	1	1	1
Awareness of the Structure	3	1	1	2	3	5	4	1	4	1	3	2	1
Observes Accurately	3	3	3	4	4	5	5	3	3	4	4	4	3
Makes Substantive Observation	3	1	1	1	4	5	4	3	4	3	3	2	3
Asks Questions	1	1	1	3	3	5	1	1	1	1	4	1	1
Bases Interpretation on Evidence	3	2	1	2	3	4	4	1	4	3	3	3	4
Discerns Major Emphasis	3	2	1	1	2	1	5	3	3	3	2	1	3
Makes Valid Application	3	1	1	1	2	1	5	4	4	2	1	1	3

CHART 3 aa. A Comparison of the Total Scores of Each Category of Evaluation on Test II

Categories	1	2	3	4	5	6	7	8	9	Total
Total Scores	39	25	31	48	37	24	37	30	29	300

**CHART 3 bb. A List of the Categories of Evaluation in the Order of Their Overall Proficiency**

<b>Name</b>	<b>Number</b>	<b>Relative Rating</b>
<b>Observes Accurately</b>	<b>4</b>	<b>1</b>
<b>Differentiates Steps of Inductive Bible Study</b>	<b>1</b>	<b>2</b>
<b>Makes Substantive Observation</b>	<b>5</b>	<b>3</b>
<b>Bases Interpretation on Evidence</b>	<b>7</b>	<b>3</b>
<b>Awareness of Structure</b>	<b>3</b>	<b>4</b>
<b>Discerns Major Emphases</b>	<b>8</b>	<b>5</b>
<b>Makes Valid Application</b>	<b>9</b>	<b>6</b>
<b>Awareness of the Context</b>	<b>9</b>	<b>7</b>
<b>Asks Questions</b>	<b>6</b>	<b>8</b>

CHART 3 cc. A Comparison of the Total Scores for Each Category of the Evaluation of Tests I and II

Categories	Test I	Test II	Changes
Differentiates Steps-Inductive Bible study	23	29	21%
Awareness of the Context	18	25	28%
Awareness of the Structure	16	31	48%
Observes Accurately	28	48	42%
Makes Substantive Observation	23	37	38%
Asks Questions	18	24	25%
Bases Interpretation on Evidence	18	37	52%
Discerns Major Emphases	24	30	20%
Makes Valid Application	18	29	38%

## APPENDIX IV

## THE ANALYSIS OF RESULTS

## A. A COMPARISON OF SCORES OBTAINED BY INDIVIDUALS ON TEST I AND II

## 1. Student Number One

CHART 4-a. Scores Obtained by Student Number One on Nine Variables of Tests I and II

Areas	A	B	C	D	E	F	G	H	I	Total	Average
Test											
I	2	1	1	2	2	1	1	3	3	16	1.77
II	3	1	3	3	3	1	3	3	3	23	2.55
Change	1	0	2	1	1	0	2	0	0	7	30.59%

## 2. Student Number Two

Chart 4-b. Scores Obtained By Student Number Two on Nine Variables of Tests I and II

Area	A	B	C	D	E	F	G	H	I	Total	Average
Test											
I	1	1	1	1	1	1	1	1	1	9	1.0
II	2	1	1	3	1	1	2	2	1	14	1.55
Change	1	0	0	2	0	0	1	1	0	5	35.48%

## 3. Student Number Three

Chart 4-c. Scores Obtained by Student Number Three on Nine Variables of Tests I and II

Areas	A	B	C	D	E	F	G	H	I	Total	Average
Tests											
I	1	1	1	2	1	1	1	1	1	10	1.11
II	1	1	1	3	1	1	1	1	1	11	1.22
Change	0	0	0	1	0	0	0	0	0	1	9.02%

## 4. Student Number Four

Chart 4-d. Scores Obtained by Student Number Four on Nine Variables of Tests I and II

Areas	A	B	C	D	E	F	G	H	I	Total	Average
Test											
I	2	3	1	4	3	2	1	1	1	18	2.0
II	2	1	2	4	1	3	2	1	1	17	1.88
Change	0	(2)	1	0	(2)	1	1	0	0	(1)	(6%)

## 5. Student Number Five

Chart 4-e. Scores Obtained By Student Number Five on Nine Variables of Tests I and II

Areas	A	B	C	D	E	F	G	H	I	Total	Average
Test											
I	2	1	1	3	2	1	1	2	2	15	1.66
II	3	5	3	4	4	3	3	2	2	29	3.22
Change	1	4	2	1	2	2	2	0	0	14	48.55%

## 6. Student Number Six

Chart 4-f. Scores Obtained By Student Number Six on Nine Variables of Tests I and II

Areas	A	B	C	D	E	F	G	H	I	Total	Average
Test											
I	5	4	4	5	5	4	4	1	1	33	3.6
II	5	4	5	5	5	5	4	1	1	35	3.88
Change	0	0	1	0	0	1	0	0	0	2	9.27%

## 7. Student Number Seven

Chart 4-g. Scores Obtained by Student Number Seven on Nine Variables of Tests I and II

Areas	A	B	C	D	E	F	G	H	I	Total	Average
Test											
I	1	1	1	1	1	1	1	3	1	11	1.22
II	5	4	4	5	4	1	4	5	5	37	4.1
Change	4	3	3	4	3	0	3	2	4	26	0.28%

## 8. Student Number Eight

Chart 4-h. Scores Obtained by Student Number Eight on Nine Variables of Tests I and II

Areas	A	B	C	D	E	F	G	H	I	Total	Average
Test											
I	2	1	1	2	1	1	1	2	2	13	1.44
II	2	3	1	3	3	1	1	3	4	21	2.33
Change	0	2	0	1	2	0	0	1	2	8	38.10%

## 9. Student Number Nine

Chart 4-i. Scores Obtained by Student Number Nine on Nine Variables of Tests I and II

Areas	A	B	C	D	E	F	G	H	I	Total	Average
Test											
I	1	1	1	2	2	2	1	1	1	12	1.33
II	3	1	4	3	4	1	4	3	4	27	3.0
Change	2	0	3	1	2	(1)	3	2	3	15	55.56%

## 10. Student Number Ten

Chart 4-j. Scores Obtained by Student Number Ten on Nine Variables of Tests I and II

Areas	A	B	C	D	E	F	G	H	I	Total	Average
Test											
I	2	1	1	1	2	1	1	2	2	13	1.44
II	3	1	1	4	3	1	3	3	2	21	2.33
Change	1	0	0	3	1	0	2	1	0	8	38.1%

## 11. Student Number Eleven

Chart 4-k. Scores Obtained by Student Number Eleven on Nine Variables of Tests I and II

Areas	A	B	C	D	E	F	G	H	I	Total	Average
Test											
I	2	1	1	3	1	1	3	3	1	16	1.77
II	4	1	3	4	3	4	3	2	1	25	2.77
Change	2	0	2	1	2	3	0	(1)	0	9	36.11%



## 12. Student Number Twelve

Chart 4-1. Scores Obtained by Student Number Twelve on Nine Variables of Tests I and II

Areas	A	B	C	D	E	F	G	H	I	Total	Average
Test											
I	1	1	1	1	1	1	1	2	1	10	1.11
II	3	1	2	4	2	1	3	1	1	18	2.0
Change	2	0	1	3	1	0	2	(1)	0	8	45.0%

## 13. Student Number Thirteen

Chart 4-m. Scores Obtained by Student Number Thirteen on Nine Variables of Tests I and II

Areas	A	B	C	D	E	F	G	H	I	Total	Average
Test											
I	1	1	1	1	1	1	1	2	1	10	1.11
II	3	1	1	3	3	1	4	3	3	22	2.44
Change	2	0	0	2	2	0	3	1	2	12	54.55%

B. COMPARISON OF OVERALL SCORES OBTAINED, ON TESTS I AND II, BY THE FOUR STUDENTS WITH HIGH SCHOOL DIPLOMAS ONLY

Chart 4-n A Comparison of the Data From Both Tests

Areas	A	B	C	D	E	F	G	H	I	Average
Test										
I	1	1	1	1.25	1	1	1	1.5	1	1.08
II	2.25	1	1.25	3.25	1.75	1	2.5	1.75	1.5	1.8
Change	1.25	0	.25	2.0	.75	0	1.5	1.25	.5	40%
The degree of overall improvement from Test I to Test II is 40 %.										

C. A COMPARISON OF THE AVERAGE SCORES ON TESTS I AND II OBTAINED BY THE SEVEN STUDENTS WITH A BACHELOR'S OR MASTER'S DEGREE

Chart 4-o Comparison of Average Scores on Tests I and II for Students with Bachelor's or Master's Degrees

Areas	A	B	C	D	E	F	G	H	I	Average
Test										
I	2.3	1.7	1.4	2.9	2.1	1.6	1.7	2.1	1.6	1.9
II	3.4	2.7	3.0	4.0	3.3	2.6	2.9	2.4	2.4	3.0
Change	1.1	1.0	1.6	1.0	1.2	1.0	1.2	0.3	0.8	1.1

D. A COMPARISON OF AVERAGE SCORES OBTAINED ON TESTS I AND II BY THE TWO STUDENTS WHO HAVE DOCTORAL DEGREES

Chart 4-p Comparison of average scores for Tests I and II by Students with Doctoral Degrees

Areas	A	B	C	D	E	F	G	H	I	Average
Test										
I	1.5	1.0	1	1.5	2	1.5	1	1.5	1.5	1.4
II	3.0	1.0	2.5	3.5	3.5	1.0	3.5	3.0	3.0	2.6
Change	1.5	-	1.5	2.0	1.5	(0.5)	2.5	1.5	1.5	1.2

E. A COMPARISON OF THE AVERAGE SCORES ON TEST I OBTAINED BY MALE AND FEMALE STUDENTS WHO HAVE SIMILAR EDUCATIONAL BACKGROUNDS

Chart 4-q A Comparison of the Average Scores of the Female Students Who Have a High School Diploma Only

Areas	A	B	C	D	E	F	G	H	I	Total
Student										
2	1	1	1	1	1	1	1	1	1	9
13	1	1	1	1	1	1	1	2	1	10
Total	2	2	2	2	2	2	2	3	2	19
Average	1	1	1	1	1	1	1	1.5	1	1.05

Chart 4-r A Comparison of the Average Scores of the Male Students Who Have a High School Diploma Only

Areas	A	B	C	D	E	F	G	H	I	Total
Student										
3	1	1	1	2	1	1	1	1	1	10
12	1	1	1	1	1	1	1	2	1	10
Total	2	2	2	3	2	2	2	3	2	20
Average	1	1	1	1.5	1	1	1	1.5	1	1.11

Chart 4-s A Comparison of the Scores, for Test I, of the Female Students Who Had Bachelor's or Master's Degrees

Areas	A	B	C	D	E	F	G	H	I	Total
Student										
1	2	1	1	2	2	1	1	3	3	16
5	2	1	1	3	2	1	1	2	2	15
7	1	1	1	1	1	1	1	3	1	11
8	2	1	1	2	1	1	1	2	2	13
11	2	1	1	3	1	1	3	3	1	16
Total	9	5	5	11	7	5	7	13	9	71
Average	1.8	1	1	2.2	1.4	1	1.4	2.6	1.8	1.6

Chart 4-t A Comparison of the Scores, for Test I, of the Male Students Who Had a Bachelor's or Master's Degree

Areas	A	B	C	D	E	F	G	H	I	Total
Student										
4	2	3	1	4	3	2	1	1	1	18
6	5	4	4	5	5	4	4	1	1	33
Total	7	7	5	9	8	6	5	2	2	51
Average	3.5	3.5	2.5	4.5	4.0	3.0	2.5	1.0	1.0	2.8

F. COMPARISON OF SCORES OBTAINED ON TEST II BY MALE AND FEMALE STUDENTS WHO HAD SIMILAR EDUCATIONAL BACKGROUNDS

Chart 4-u Scores Obtained on Test II by Female Students Who Have a High School Diploma Only

Areas	A	B	C	D	E	F	G	H	I	Total	Average
Student											
2	2	1	1	3	1	1	2	2	1	14	1.5
13	3	1	1	3	3	1	4	3	3	22	2.4
Total	5	2	2	6	4	2	6	5	4	36	
Average	2.5	1	1	3	2	1	3	2.5	2		2.0

Chart 4-v Scores Obtained on Test II by Male Students Who Have a High School Diploma Only

Areas	A	B	C	D	E	F	G	H	I	Total
Student										
4	2	1	2	4	1	3	2	1	1	17
6	5	4	5	5	5	5	4	1	1	35
Total	7	5	7	9	6	8	6	2	2	5
Average	3.5	2.5	3.5	4.5	3	4	3	1	1	2.88-

Chart 4-w Comparison of the Average Scores of Test I and II for Male and Female Students Who Have a High School Diploma Only

Test	Female	Male
I	1.05	1.11
II	2.00	2.88

Chart 4-x A Comparison of the Average Scores on Tests I and II for Male and Female Students Who Have a Bachelor's or Master's Degree

Test	Female	Male
I	1.5	3.0
II	2.3	2.8

G. A COMPARISON OF THE AVERAGE SCORES FOR TEST I OF ALL MALE STUDENTS WITH THE AVERAGE SCORES OF ALL FEMALE STUDENTS

Chart 4-y A Comparison of Average Scores of Male Students with Average Scores of Female Students for Test I

Areas	A	B	C	D	E	F	G	H	I	Total
Female	1.6	1	1	1.7	1.3	1	1.2	2.2	1.6	1.4
Male	2	2	1.6	2.8	2.4	2	1.6	1.2	1	1.8

H. A COMPARISON OF THE AVERAGE SCORE FOR ALL MALE STUDENTS IN TEST II WITH THE AVERAGE SCORE OF ALL FEMALE STUDENTS IN TEST II

Chart 4-z A Comparison of Average Scores of Male and Female Students in Test II

Areas	A	B	C	D	E	F	G	H	I	Total
Female	3.1	2.1	2.1	3.6	3	1.6	2.8	2.8	2.6	2.6
Male	2.8	1.6	2.8	3.8	2.6	2.2	2.8	2.8	2.6	2.4

I. A COMPARISON OF TEST I SCORES OF THE PERSONS WHO HAD A DOCTORAL DEGREE WITH TEST I OF THE PERSONS WHO HAD A HIGH SCHOOL DIPLOMA ONLY

Chart 4-aa Test I Scores of Students with a Doctoral Degree

Areas	A	B	C	D	E	F	G	H	I	Total
Student										
9	1	1	1	2	2	2	1	1	1	12
10	2	1	1	1	2	1	1	2	2	13
Average	1.5	1	1	1.5	2	1.5	1	1.5	1.5	1.38

4-bb Test I Scores of Students with a High School Diploma Only

Areas	A	B	C	D	E	F	G	H	I	Total
Student										
2	1	1	1	1	1	1	1	1	1	9
3	1	1	1	2	1	1	1	1	1	10
12	1	1	1	1	1	1	1	2	1	10
13	1	1	1	1	1	1	1	2	1	10
Average	1	1	1	1.25	1	1	1	1.5	1	1.08

Chart 4-cc Compare Overall Test I Scores of Students with a Doctoral Degree with Overall Test I Scores of Students with High School Diplomas Only

Areas	A	B	C	D	E	F	G	H	I	Total
Category										
Diploma	1	1	1	1.25	1.25	1	1	1.5	1	1.08
Doctoral	1.5	1	1	1.5	2	1.5	1	1.5	1.5	1.38

J. A COMPARISON OF TEST II OF THE SAME PERSONS WHO HAD A DOCTORAL DEGREE WITH TEST II OF THE PERSONS WHO HAD A HIGH SCHOOL DIPLOMA ONLY

Chart 4-dd. The Test II Scores of Students with a Doctoral Degree

Areas	A	B	C	D	E	F	G	H	I	Total
Students										
9	3	1	4	3	4	1	4	3	4	27
10	3	1	1	4	3	1	3	3	2	21
Average	3	1	2.5	3.5	3.5	1	3.5	3	3	2.6

Chart 4-ee The Test II Scores of Students with a High School Diploma Only

Areas	A	B	C	D	E	F	G	H	I	Total
Students										
2	2	1	1	3	1	1	2	2	1	14
3	1	1	1	3	1	1	1	1	1	11
12	3	1	2	4	2	1	3	1	1	18
13	3	1	1	3	3	1	4	3	3	22
Total	9	4	5	13	7	4	10	7	6	65
Average	2.25	1	1.25	3.25	1.75	1	2.5	1.75	1.6	1.80



K. A COMPARISON OF SCORES OBTAINED ON TEST I BY STUDENTS WITH DOCTORAL DEGREES AND THOSE OF STUDENTS WITH BACHELOR'S AND MASTER'S DEGREES

Chart 4-ff The Test I Scores of Students With a Doctoral Degree

Areas	A	B	C	D	E	F	G	H	I	Total
Student										
9	1	1	1	2	2	2	1	1	1	12
10	2	1	1	1	2	1	1	2	2	13
Total	3	2	2	3	4	3	2	3	3	25
Average	1.5	1	1	1.5	2	1.5	1	1.5	1.5	1.4

Chart 4gg The Test I Scores of Students With a Bachelor's or Master's Degree

Areas	A	B	C	D	E	F	G	H	I	Total
Student										
1	2	1	1	1	1	1	1	3	3	16
4	2	3	1	4	3	2	1	1	1	18
5	2	1	1	3	2	1	1	2	2	15
6	5	4	4	5	5	4	4	1	1	33
7	1	1	1	1	1	1	1	3	1	11
8	2	1	1	2	1	1	1	2	2	13
11	2	1	1	3	1	1	3	3	1	16
Total	16	12	10	20	15	11	12	15	11	122
Average	2.2	1.7	1.4	2.8	2.1	1.6	1.7	2.1	1.6	1.91

Chart 4-hh A Comparison of Average Scores of the Students With Doctoral Degrees and the Students with a Bachelor's or Master's Degree in Nine Specific Areas

Areas	A	B	C	D	E	F	G	H	I	Average
Dr.	1.5	1	1	1.5	2	1.5	1	1.5	1.5	1.4
Bach.	2.3	1.7	1.4	2.8	2.1	1.6	1.7	2.1	1.6	1.91

L. A COMPARISON OF TEST II SCORES OF THE STUDENTS WHO HAD A DOCTORAL DEGREE WITH THE TEST II SCORES OF THE STUDENTS WHO HAD A BACHELOR'S OR MASTER'S DEGREE

Chart 4-ii Test II Scores of Students with a Doctoral Degree

Areas	A	B	C	D	E	F	G	H	I	Total
Students										
9	3	1	4	3	4	1	4	3	4	27
10	3	1	1	4	3	1	3	3	2	21
Total	6	2	5	7	7	2	7	6	6	48
Average	3	1	2.5	3.5	3.5	1	3.5	3	3	2.6

Chart 4-jj Test II Scores of Students with a Bachelor's or Master's Degree

Areas	A	B	C	D	E	F	G	H	I	Total
Students										
1	3	1	3	3	3	1	3	3	3	23
4	2	1	2	4	1	3	2	1	1	17
5	3	5	3	4	4	3	3	2	2	29
6	5	4	5	5	5	5	4	1	1	35
7	5	4	4	5	4	1	4	5	5	37
8	2	3	1	3	3	1	1	3	4	21
11	4	1	3	4	3	4	3	2	1	17
Total	24	19	21	28	23	18	20	17	17	187
Average	3.4	2.7	3.0	4.0	3.3	2.6	2.9	2.4	2.4	3.0

Chart 4-kk A Comparison of Overall Test II Average Scores of Students Who Had a Doctoral Degree and Students Who Had a Bachelor's or Master's Degree

Areas	A	B	C	D	E	F	G	H	I	Total
Group										
Doctor	3.0	1	2.5	3.5	3.5	1	3.5	3.0	3.0	2.6
College	3.4	2.7	3	4	3.3	2.6	2.9	2.4	2.4	3.0

M. A COMPARISON OF THE AVERAGE SCORE OF TEST I OF PERSONS WHO HAD A DOCTORAL DEGREE WITH THE AVERAGE SCORE OF TEST II OF PERSONS WHO HAD A HIGH SCHOOL DIPLOMA ONLY

Chart 4-11 A Comparison of Test I Average Scores of Students With a Doctoral Degree with Test II average scores of Students With a High School Diploma Only

Areas	A	B	C	D	E	F	G	H	I	Total
Groups										
Doctor	1.5	1	1	1.5	2	1.5	1	1.5	1.5	1.38
High School	2.25	1	1.25	3.25	1.75	1	2.5	1.75	1.5	1.80

N. COMPARISON OF SCORES BY DIFFERENT AGE CATEGORIES

Chart 4-mm Comparison of Average Scores Obtained on Tests I and II by the Students Aged 31 - 40 Years of Age

Areas	A	B	C	D	E	F	G	H	I	Average
Test										
I	2.6	2	2	3.3	2.6	2.3	2.6	1.6	1	2.22
II	4	2	4	4	4	3.3	3.6	2	2	3.21

Chart 4-nn Comparison of Average Scores Obtained on Tests I and II by Students 41 - 50 Years of Age

Areas	A	B	C	D	E	F	G	H	I	Average
Test										
I	1.2	1	1	1.6	1.2	1	1	1.6	1.2	1.20
II	2.4	1.8	1.6	3.4	2.2	1.4	2.6	1.8	1.6	2.08
This is an average improvement of 42.31 % over Test I.										

Chart 4-oo Comparison of Average Scores Obtained on Tests I and II by Students 51 - 60 Years of Age

Areas	A	B	C	D	E	F	G	H	I	Average
Test										
I	1.75	1.5	1	2.25	1.75	1.25	1	2.25	1.75	1.61
II	3.0	2.25	2.5	3.75	2.75	1.5	2.5	3.0	3.25	2.72
This is an average improvement of 40.81%										

Chart 4-pp. Comparison of Average Scores Obtained on Tests I and II by Students 61 - 70 Years of Age

Areas	A	B	C	D	E	F	G	H	I	Average
Test										
I	2	1	1	1	2	1	1	2	2	1.44
II	3	1	1	4	3	1	3	3	2	2.33
This represents an average improvement of 38.20 %.										

Chart 4-qq Comparison of Average Scores on Test I of Students Aged 31 - 40 with Those of Students Aged 41 - 50

Areas	A	B	C	D	E	F	G	H	I	Average
Age Groups										
31-40	2.6	2	2	3.3	2.6	2.3	2.6	1.6	1	2.22
41-50	1.2	1	1	1.6	1.2	1	1	1.6	1.2	1.20
This is an average improvement of 45.95 %.										

Chart 4-rr Comparison of Average Scores on Test I of Students Aged 31 - 40 with Those of Students Aged 51 - 60

Areas	A	B	C	D	E	F	G	H	I	Average
Age Groups										
31-40	2.6	2	2	3.3	2.6	2.3	2.6	1.6	1	2.22
51-60	1.75	1.5	1	2.25	1.75	1.25	1	2.25	1.75	1.61

Chart 4-ss Comparison of Average Scores on Test I of Students Aged 31 - 40 with Those of Students Aged 61 - 70

Areas	A	B	C	D	E	F	G	H	I	Average
Age Groups										
31-40	2.6	2	2	3.3	2.6	2.3	2.6	1.6	1	2.22
61-70	2	1	1	1	2	1	1	2	2	1.44

Chart 4-tt Comparison of Average Scores on Test I of Students Aged 41 - 50 with Those of Students Aged 51 - 60

Areas	A	B	C	D	E	F	G	H	I	Average
Age Groups										
41-50	1.2	1	1	1.6	1.2	1	1	1.6	1.2	1.20
51-60	1.75	1.5	1	2.25	1.75	1.25	1	2.25	1.75	1.61

Chart 4-uu. Comparison of Average Scores on Test I of Students Aged 41 - 50 with Those of Students Aged 61 - 70.

Areas	A	B	C	D	E	F	G	H	I	Average
Age Group										
41-50	1.2	1	1	1.6	1.2	1	1	1.6	1.2	1.20
61-70	2	1	1	1	2	1	1	2	2	1.44

Chart 4-vv Comparison of Average Scores on Test I of Students Aged 51 - 60 with Those of Students Aged 61 - 70

Areas	A	B	C	D	E	F	G	H	I	Average
Age Group										
51-60	1.75	1.5	1	2.25	1.75	1.25	1	2.25	1.75	1.61
61-70	2	1	1	1	2	1	1	2	2	1.44

Chart 4-ww Comparison of Total Average Scores of all Age Groups on Test I

Age group	Average score
31 - 40	2.22
51 - 60	1.61
61 - 70	1.44
41 - 50	1.20

Chart 4-xx Comparison of Average Scores Obtained on Test II by the Students Aged 31 - 40 with Those of Students Aged 41 - 50

Areas	A	B	C	D	E	F	G	H	I	Average
Age Group										
31-40	4	2	4	4	4	3.3	3.6	2	2	3.21
41-50	2.4	1.8	1.6	3.4	2.2	1.4	2.6	1.8	1.6	2.08

Chart 4-yy Comparison of Average Scores on Test II of Students Aged 31 - 40 with Those of Students Aged 61 - 70

Areas	A	B	C	D	E	F	G	H	I	Average
Age Groups										
31-40	4	2	4	4	4	3.3	2.6	1.6	1	3.21
61-70	3	1	1	4	3	1	3	3	2	2.33

Chart 4-zz Comparison of Average Scores on Test II of Students Aged 41 - 50 with Those of Students Aged 51 - 60

Areas	A	B	C	D	E	F	G	H	I	Average
Age Group										
41-50	2.4	1.8	1.6	3.4	2.2	1.4	2.6	1.8	1.6	2.08
51-60	3.0	2.25	2.5	3.75	2.75	1.5	2.5	3.0	3.25	2.72

Chart 4-aaa Comparison of Average Scores on Test II of Students Aged 41 - 50 with Those of Students Aged 61 - 70

Areas	A	B	C	D	E	F	G	H	I	Average
Age Group										
41-50	2.4	1.8	1.6	3.4	2.2	1.4	2.6	1.8	1.6	2.08
61-70	3	1	1	4	3	1	3	3	2	2.33



Chart 4-bbb Comparison of Average Scores on Test II of Students Aged 51 - 60 with Those of Students Aged 61 - 70

Areas	A	B	C	D	E	F	G	H	I	Average
Age Group										
51-60	3	2.25	2.5	3.75	2.75	1.5	2.5	3	3.25	2.72
61-70	3	1	1	4	3	1	3	3	2	2.33

Chart 4-ccc Comparison of Total Average Scores of All Age Groups on Test II

Age group	Average score
31 - 40	3.21
51 - 60	2.72
41 - 50	2.08
61 - 70	2.33

Chart 4-ddd- Comparison of Percentage of Change For All Age Groups

Age group	Percentage of change
41 - 50	42.31 %
51 - 60	40.81 %
61 - 70	38.20 %
31 - 40	30.84 %







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